THPT SCHOOLS

1. THPT SAFEGUARDING AND CHILD PROTECTION POLICY – AY 26/27

Date of review: July 2026	Responsible body: The Howard Partnership Trust
Review period: Annually	Trust/Committee: Standards & Performance
Next due for review: July 2027	Executive Lead: CEO/Strategic Lead for Safeguarding
	School Specific Lead: Principal/Designated Safeguarding Lead (DSL) – see Local Safeguarding, Welfare & Medical Arrangements)
Status: Statutory	Publication: Websites and THPT Intranet

Aims/Purpose:

The purpose of this policy is to provide staff, volunteers and Trustees with the Trust-wide framework they need to keep children safe and secure in our settings. It sets out the principles, statutory responsibilities and core procedures that apply across THPT. The policy also informs parents and carers how the Trust safeguards children in our care. School-specific safeguarding, welfare and medical arrangements are recorded within each school's completed Local Safeguarding, Welfare & Medical Arrangements document. A template for this document is included as an Appendix 3 to this policy. The completed school document is reviewed annually, made available to staff and used alongside this policy.

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. THPT Schools are committed to safeguarding and promoting the welfare of children and young people and we expect all Trustees, staff and volunteers to share this commitment.

Amendments and additions from last year to the 26/27 policy are highlighted in blue. Please note that references to Keeping Children safe in Education (KCSIE) relate to the current 2026 version.

All THPT staff are reminded of the relocation of the 'guidance' information from the policy to the THPT Intranet. This is designed to make the content more accessible and ensure that the most current information is readily available to all staff. All staff will complete the annual declaration confirming they have reviewed the guidance content on the Intranet.

Associated Trust safeguarding policies: This policy is part of the following THPT suite of updated safeguarding policies;

1. ***Safeguarding and Child Protection***
2. Medical Needs (including Allergy Management and Anaphylaxis), First Aid and Intimate Care Policy
3. Whistleblowing
4. Staff Code of Conduct
5. Mental Health and Wellbeing
6. Online Safety
7. Children with Health Needs Who Cannot Attend School
8. Risk to Life Protocols and Guidance
9. Children in the Care of others

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Guidance Available to Staff

In addition to this policy, staff have access to a comprehensive suite of Trust policies, statutory guidance and operational procedures via the THPT Intranet. These include, but are not limited to:

- Child Protection and Safeguarding
- Medical Needs, First Aid and Intimate Care
- Staff Code of Conduct and Whistleblowing
- Mental Health and Wellbeing
- Online Safety
- Risk to Life Protocols
- Guidance on recognising and responding to abuse, exploitation and additional safeguarding issues (including child-on-child abuse, online safety, child criminal and sexual exploitation, serious violence, radicalisation, domestic abuse, harmful sexual behaviour, attendance, children missing education and other emerging safeguarding risks).

Staff are required to familiarise themselves with the guidance relevant to their role and complete the annual declaration confirming they have accessed and understood the safeguarding guidance available on the THPT Intranet.

Safeguarding Statement 2026/2027

"It could happen here…"

THPT recognises that safeguarding concerns rarely occur in isolation. Children may experience multiple and intersecting vulnerabilities including abuse, neglect, exploitation, discrimination, child-on-child abuse, online harm, mental health difficulties, domestic abuse, coercive control and extra-familial risks. Staff are required to maintain professional curiosity and consider the wider context of a child's lived experience.

Safeguarding is everyone's business. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and young people. This document is based on the current statutory framework for safeguarding in education, including Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and associated Department for Education and local safeguarding guidance.

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

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

The Trust recognises that incidents of child-on-child abuse, including sexual abuse and sexual harassment, may occur even where no concerns have been reported. The absence of disclosures or reported incidents should not be taken as evidence that such behaviours are not taking place. The Trust is committed to promoting a culture of vigilance and a zero-tolerance approach to child-on-child abuse across all THPT schools and will implement the principles and procedures set out within this policy accordingly.

The Trust further recognises that child sexual abuse remains one of the most under-identified forms of harm. Staff must not assume that a lack of disclosure indicates an absence of abuse. Instead, they should remain

alert to the signs and indicators of sexual abuse, exploitation, coercion, and harmful sexual behaviour, taking timely and appropriate action where concerns arise.

The Trust acknowledges the statutory mandatory reporting duty relating to child sexual abuse introduced under the Crime and Policing Act 2025. All staff are expected to understand their responsibilities under this legislation and must act without delay where the statutory reporting threshold is met, in line with safeguarding procedures and reporting requirements.

Operational

Each THPT school has a Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead(s) and an appropriately trained safeguarding team. School-specific safeguarding contacts, safeguarding leadership structures, welfare arrangements, medical arrangements, local authority contacts and operational safeguarding procedures are detailed within the school's Local Safeguarding, Welfare & Medical Arrangements document.

All staff, volunteers and visitors must ensure they know how to contact the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads within their school and must follow the school's published safeguarding reporting procedures.

The Trust maintains strategic oversight of safeguarding through designated executive and trustee safeguarding leadership. Operational safeguarding responsibilities are exercised at school level through the Principal, Designated Safeguarding Lead and safeguarding team.

Current safeguarding contacts, reporting procedures and local safeguarding arrangements are reviewed annually and communicated to staff through the school's Local Safeguarding, Welfare & Medical Arrangements document, safeguarding induction processes and annual safeguarding training.

Terminology

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development;
- Making sure 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

From 'Working Together to Safeguard Children'

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

Family Help means support provided in line with the current Working Together to Safeguard Children framework, bringing together targeted early help and the wider family help offer to support children, young people and families at the earliest appropriate point.

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

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

Young adults refers to individuals over 18 but whom are in full time education.

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

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

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Single Point of Access and the Child Protection Consultation Line.

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with the current version of the statutory guidance: 'Working Together to Safeguard Children', Revised Safeguarding Statutory Guidance 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. Education and Training (Welfare of Children) Act 2021 – Covers 16-19 academies and further education apprenticeships and technical education.

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

This policy applies to all members of staff and Trustees in the school/college/nursery.

Guidance and documents referred to in this policy

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children – current version
- Keeping Children Safe in Education (KCSIE) – current version
- Mobile Phones in Schools (DfE 2026)
- Restrictive Interventions including Use of Reasonable Force in Schools (DfE 2026)
- Information Sharing Advice for Practitioners (current version)
- AI and Generative Technology DfE guidance (current guidance as applicable)

- Disqualification under the Childcare Act 2006 (updated 2019)
- FGM Act 2003 Mandatory Reporting Guidance 2020
- 'What to do if you are worried a child is being abused' 2015
- Early Years Foundation Stage statutory framework (2021)
- Teacher Standards
- The Equality Act 2010
- Prevent Duty Guidance (England & Wales) 2023
- SCC Safeguarding Children Missing Education (CME) and Educated Other Than at School (EOTaS) – available on Services for Schools Portal
- SCC Touch and the use of physical intervention when working with children and young people – available on Services for Schools Portal
- The Ofsted Education Inspection Framework/Toolkit

THPT Safeguarding Policy Principles & Values

- Safeguarding is everyone's responsibility
- Children have the right to be heard and involved in decisions affecting them
- THPT adopts a trauma-informed and child-centred approach
- THPT is committed to anti-discriminatory safeguarding practice and actively challenges racism, prejudice and discrimination
- The welfare of the child is paramount
- All staff and Trustees maintain an attitude of **"it could happen here"**
- Children have a right to feel safe and secure; they cannot learn effectively unless they do so
- All children have a right to be protected from harm and all forms of abuse
- All staff and Trustees understand that some children, including those who are LGBTQ+ or who are questioning their gender, may be at increased risk of bullying, prejudice, discrimination or other safeguarding concerns. These children should be supported through an individual, child-centred safeguarding response in accordance with current statutory guidance.
- THPT recognises that safeguarding must reflect current risks as well as statutory duties. This includes online harm, AI-generated harm, child on child abuse, misogyny and misandry, racism, homophobia, prejudice-based abuse, contextual safeguarding risks, and the impact of children's wider environment on their safety and wellbeing.
- THPT recognises that children may experience barriers to protection because of their identity, lived experience, communication needs, disability, culture, race, ethnicity, religion, sex, sexual orientation, gender reassignment, socio-economic disadvantage or family circumstances. Staff will actively consider whether bias, assumptions or discrimination may affect professional decision-making and will ensure safeguarding responses are equitable, child-centred and responsive to each child's individual needs.

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

THPT staff acknowledge that working in collaboration with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

Whilst the Trust will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

THPT Policy Aims

- To demonstrate THPT's commitment with regard to safeguarding and child protection to children/young people, parents and other partners.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable Trust schools to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust THPT systems and procedures that are followed by all members of the Trust community in cases of suspected abuse.
- To provide a framework to support staff in identifying concerns that a child/young person may be suffering harm or abuse thereby enabling them to report those concerns without delay.
- To create and sustain a culture where child-on-child abuse, sexual harassment, discriminatory language, harmful sexual behaviour, coercion and abuse are identified early, challenged consistently and responded to effectively.
- To maintain an environment where children/young people feel secure and are listened to, and contribute to the establishment of a safe, resilient and robust ethos in the schools and trust, built on mutual respect and shared values.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- To maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- To ensure that all staff working within THPT who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to current KCSIE guidance), and a Single Central Record is kept for audit.

- THPT complies with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.
- To ensure that we will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.
  Whilst the Trust will work openly with parents/carers as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents/carers if this is believed to be in the child's best interests.

Equalities Statement

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

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

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

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

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

THPT Schools adhere to the principles of and promotes anti-oppressive practice in line with the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Supporting Children

We recognise that Trust schools may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

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

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Children in Kinship Care

The Trust acknowledges the increasing number of children living in kinship care arrangements and the unique vulnerabilities they may face. While Virtual School Heads (VSHs) now have a non-statutory role in promoting the education of children in kinship care, THPT schools will work in partnership with VSHs, local authorities, and families to ensure these children receive appropriate support. DSLs should be aware of the potential safeguarding needs of children in kinship care and ensure that these are considered in all aspects of safeguarding planning, including Early Help, attendance monitoring, and transitions.

Welfare Checks for Children Not Accessing Education

The Trust recognises that children who are unable to access education, whether due to medical needs, emotionally based school avoidance, attendance at a full-time Alternative Provision, suspension, permanent exclusion or other exceptional circumstances, may be at increased risk of harm and require continued safeguarding oversight.

Schools will maintain regular contact with children and their families through planned welfare checks. Unless more frequent contact is required following an assessment of risk, welfare checks will take place at least every 10 school days, either face-to-face or via Microsoft Teams or another agreed virtual platform. Each child should receive at least one face-to-face welfare check each half term, unless this is not appropriate due to the child's individual circumstances.

Where a pupil has been suspended for more than 10 consecutive school days or has been permanently excluded, schools will undertake telephone welfare checks during the first 10 school days to maintain safeguarding oversight, offer support and identify any emerging welfare concerns.

After that initial period the DSL will determine whether ongoing welfare contact is required. Where the pupil remains on roll, the school will continue to maintain safeguarding oversight until responsibility is transferred to another education provider or agency.

All welfare checks must be recorded on MyConcern, including the date, method of contact, those present, any safeguarding or welfare concerns identified, actions taken and any follow-up required. Where concerns arise, these must be escalated in accordance with this policy and local safeguarding procedures.

THPT will support all children; all THPT staff will;

- Promote a caring, safe and positive environment within the Trust schools.
- Encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- Ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment
- Respond sympathetically to any requests for time out to deal with distress and anxiety.
- Offer details of helplines, counselling or other avenues of external support.
- Liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Understand that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children
- Notify Social Care immediately if there is a significant concern.
- Provide continuing support to a child about whom there have been concerns who leaves a Trust school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.

Prevention/Protection

THPT staff recognise that Trust schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

THPT schools will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to whilst understanding that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.
    - The setting may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. The setting recognises that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Notify Social Care without delay if there is an immediate risk of significant harm.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activities, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is, and can access, an adult in the school whom they can approach if they are worried or in difficulty.

- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online-safety, accessing emergency services, road safety, water safety pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more support regarding personal safety/independent travel.
- Provide preventative education by creating a culture of zero tolerance for sexism, misogyny/ misandry, homophobia, biphobia and sexual violence and sexual harassment.
- Provide preventative education and a whole-school culture which challenges child-on-child abuse, harmful sexual behaviour, misogyny/misandry, sexist language, racism, homophobia, biphobia, transphobia, disability-related abuse and other forms of prejudice-based harm.
- Schools will maintain clear expectations regarding the use of mobile phones, smart technology and personal devices in line with DfE guidance. Mobile devices present safeguarding risks including online harm, bullying, sexual harassment, image-based abuse, recording of assaults, coercion, exploitation and sharing of indecent images. Each school's Local Safeguarding, Welfare & Medical Arrangements document will set out operational arrangements regarding mobile phones and smart devices.
- Ensure staff understand that the school's local arrangements document sets out the operational detail for mobile phone storage, exceptions, staff expectations, sanctions and pupil procedures.

Filtering and Monitoring

THPT schools use Trust-approved filtering and monitoring systems to help safeguard children when accessing digital technology and the internet. Internet access is provided through accredited filtering systems, including Netsweeper, which help prevent access to harmful, inappropriate or illegal online content.

In addition, the Trust utilises Senso Cloud as part of its safeguarding monitoring arrangements. This system provides real-time monitoring of activity on school devices and alerts Designated Safeguarding Leads (DSLs) to potential safeguarding concerns. Where concerning text, searches or imagery are identified, alerts are generated according to the level of risk, enabling DSLs to assess concerns promptly and take appropriate safeguarding action.

THPT-owned devices that are loaned to children for use at home are protected by an additional layer of web filtering through WebTitan, helping to ensure a consistent standard of online safety both in school and during remote learning.

Filtering and monitoring arrangements are reviewed regularly to ensure they remain effective, appropriate and compliant with current Department for Education guidance. Further information can be found in the THPT Online Safety Policy.

Safe Schools, Safe Staff

THPT schools will ensure that:

THPT operates a Safer Recruitment procedure that includes statutory checks on staff suitability to work with children.

All staff receive information about the Trust's safeguarding arrangements, the THPT Safeguarding Statement, Code of Conduct, Child Protection Policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and Keeping Children Safe in Education part 1.

All staff receive ongoing safeguarding and child protection training (including online safety) at induction in line with advice from SSCP. Training is regularly updated as required, and at least annually to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff are trained and receive regular updates in online safety and reporting concerns. For schools with Early Years or SEND provision, this will include more specialist training for staff.

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

The Child Protection and Safeguarding Policy and associated safeguarding policies are made available via the Trust and schools' websites and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the individual school's staff handbook.

Schools provide a coordinated offer of Early Help when additional needs of children are identified and contribute to Early Help arrangements and inter-agency working and plans.

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

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

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and all forms of abuse.

All staff will have access to Part 1 of the current version of *'Keeping Children Safe in Education'* and will sign to say they have read and understood it. This applies to the Trustees in relation to part 2 of the same guidance.

Safe Sleeping Arrangements (Early Years)

THPT recognises its responsibility to ensure that babies and young children are cared for in a safe sleeping environment which promotes their health, safety and wellbeing. All Early Years settings within the Trust will follow the current Early Years Foundation Stage (EYFS) statutory framework and recognised safer sleep guidance.

Babies and young children who sleep whilst in the care of the setting will be supervised appropriately, with regular welfare checks undertaken and recorded in accordance with the setting's local procedures. Staff working within Early Years provision will receive appropriate training in safer sleep practices.

Children should not normally be admitted into the setting whilst asleep. This enables staff to complete an appropriate handover with parents or carers, assess the child's presentation and wellbeing on arrival, and ensure that responsibility for the child is transferred safely. Where exceptional circumstances arise, the handover and the child's welfare must be appropriately managed and recorded.

Detailed operational arrangements, including sleep checks, sleep environments, parental consent and individual sleep care plans where required, are set out within each school's Local Safeguarding, Welfare & Medical Arrangements document.

Visiting Speakers and External Organisations

THPT recognises that visiting speakers, external organisations and partner agencies can make a valuable contribution to children' education and personal development. However, the Trust also recognises its responsibility to ensure that children are safeguarded from inappropriate, extremist or harmful content.
Schools will undertake appropriate due diligence before visitors engage with children. This will include considering the purpose of the visit, the suitability of the individual or organisation, the content to be delivered and any safeguarding risks. Visiting speakers will be appropriately supervised where required and will not be left unsupervised with children unless appropriate safeguarding arrangements are in place.
Visiting speakers and external organisations must not promote partisan political views, extremist ideologies, discrimination or other content that is contrary to the Trust's values, equality duties, statutory guidance or the Prevent Duty.

Safeguarding in Alternative Provisions (AP)

The Trust recognises its ongoing safeguarding responsibility for all children placed in Alternative Provision (AP). In line with the current version of Keeping Children Safe in Education, schools must obtain written confirmation from AP providers that all appropriate safeguarding checks have been completed for staff working with children. This includes confirmation that the provider will notify the commissioning school of any staffing changes that may impact safeguarding. Schools must maintain accurate records of the AP provider's address and any satellite sites attended by children. All placements must be reviewed at least half-termly to ensure they remain safe, appropriate, and meet the child's needs. Where safeguarding concerns arise, the placement must be reviewed immediately and, if necessary, suspended or terminated until concerns are resolved.

Restrictive Interventions and Use of Reasonable Force

THPT recognises that, on rare occasions, restrictive intervention or the use of reasonable force may be necessary to safeguard children and others from harm. Any intervention must be lawful, necessary, reasonable and proportionate to the circumstances and used for the shortest time possible. Restrictive interventions must never be used as a punishment or to secure compliance.

THPT is committed to preventative, relational and de-escalation approaches. Where restrictive intervention is required, staff must use the least restrictive option available and always preserve the dignity, welfare and rights of the child.

Definitions

- **Reasonable Force**
  The minimum force necessary to prevent injury, serious damage to property, a criminal offence, or serious disruption that places the safety or welfare of others at risk.
- **Restrictive Intervention**
  Any planned or reactive action that restricts, limits or prevents a child's movement, liberty or freedom to act independently. This may be physical or non-physical.
- **Restrictive Physical Intervention (RPI)**
  A restrictive intervention involving direct physical contact intended to prevent, restrict or subdue movement in order to maintain safety and prevent harm.
- **Restraint**
  A form of restrictive physical intervention involving direct physical contact to prevent, restrict or subdue movement.
- **Seclusion**
  The confinement of a child alone in a room or area from which they are prevented from leaving. THPT schools do not use seclusion as a disciplinary measure. Any incident involving seclusion or confinement must be immediately reviewed by senior leaders and the Designated Safeguarding Lead.

Withdrawal or Time Out
A planned and supportive strategy that enables a child to access a quieter space to regulate emotions or reduce distress. Withdrawal or time out must never amount to seclusion.

Any significant incident involving restrictive intervention must be recorded, reviewed and considered within the wider safeguarding context of the child. Where an incident identifies an unmet safeguarding, welfare, SEND, medical or mental health need, the Designated Safeguarding Lead must be informed and appropriate support considered. Operational procedures are set out within the THPT Respectful Relationships and Behaviour Policy and local school procedures.

Roles and Responsibilities

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

- Provide a safe environment in which children can learn.
  - For schools with Early Years provision, this will take specific note of the expectations set out within the Statutory Framework for the Early Years Foundation Stage (section 3).
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to whilst understanding that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Know how to respond to a child/young person who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being abused'.

- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Understand the statutory mandatory reporting duty relating to child sexual abuse. Staff must immediately report any concern relating to child sexual abuse to the Designated Safeguarding Lead. Where the statutory mandatory reporting duty applies, reports must be made without delay in accordance with the Crime and Policing Act 2025 and associated statutory guidance.
- Report low-level concerns (as defined in the current version of KCSIE) about any member of staff/supply staff or contractor to the Principal or Executive Principal in line with Surrey LADO guidance.
    - This information will be documented confidentially on the **Confide** system.
- Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate. We understand that staff have a pivotal role to play in multi-agency safeguarding arrangements. All staff ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Children's Safeguarding Partnership and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a Child Protection Plan or Child in Need Plan who has unexplained absence.
- Be vigilant about children's mental health and understand the potential links to their safety and wellbeing:
    - Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
    - Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.
    - Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
    - Where children have suffered any form of abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
    - If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy and procedure and speaking to the designated safeguarding lead or a deputy.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from it.
- Will identify children who may benefit from Early Help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school's pastoral support process or an Early Help assessment). In some circumstances it may be appropriate for a member of school staff to act as the lead professional in Early Help cases.
- Liaise with other agencies that support children/young people and provide Early Help.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the THPT Child Protection Policy, Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.

- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Trustees and Principals in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

The Principal

In addition to the roles and responsibilities of all staff the Principal will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- The setting's staff have appropriate knowledge of the current version of KCSIE part 5
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- That opportunities are provided for a co-ordinated offer of Early Help when additional needs of children are identified.
- Deputy DSLs are trained to the same standard as the DSL and they are clear about their role as set out in this policy and related national guidance. DSLs and Deputy DSLs will receive annual written confirmation of their appointment to/continuation of their role.
- Adequate and appropriate DSL cover arrangements are in place for any out-of-hours/out-of-term activities.
- Where there is a safeguarding concern, that the child's wishes and feelings are taken into account when determining what action to take and which services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Children/young people are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensure appropriate procedures are in place for the approval, risk assessment and oversight of visiting speakers and external organisations engaging with children.
- Ensure systems are in place to enable the school to comply with statutory mandatory reporting duties relating to child sexual abuse.
- That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Children's Safeguarding Partnership (CSP) and Surrey County Council (SCC).
- That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

The Designated Safeguarding Lead (DSL)

(Duties are further outlined in the current version of KCSIE);

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

- Work in partnership with the Strategic Lead for Safeguarding and THPT DSL network.
- Hold the lead responsibility for safeguarding and child protection (including online safety) in the school; this responsibility is not able to be delegated.
- Have an "it could happen here" approach to safeguarding.
- The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. The National Police Chief's Council (NPCC) sets out when to call the police in their Child Centred Policing guidance. DSLs will understand when it is necessary to involve the police and what to expect when they do so.
- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Multi-Agency Partnership (MAP), and act as a point of contact and support for school staff. Requests for support should be made securely by email to **cspa@surreycc.gov.uk** using the **Request for Support Form**. Urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- Report concerns that a child/young person may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and use the Prevent referral form to refer cases by 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.
- The Department of Education has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Ensure all reports of child-on-child abuse, sexual violence, sexual harassment and harmful sexual behaviour are managed in accordance with the current version of Keeping Children Safe in Education and local safeguarding procedures.
- Follow relevant DfE guidance and KCSIE on 'Child on Child abuse' when a concern is raised that there is an allegation of a child abusing another child within the setting.
- Ensure the school responds to child-on-child abuse in line with current statutory guidance, local safeguarding partner procedures and THPT expectations, including where the abuse involves coercion, controlling behaviour, online abuse, image-based abuse, harassment, physical abuse, sexual violence, sexual harassment, prejudice-based abuse or harmful sexual behaviour.
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Working with the Trust Safeguarding Lead, act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Access regularly scheduled supervision together with additional supervision support in response to emerging need.

- Have a secure working knowledge of SSCP procedures and understand the assessment process for providing Early Help and statutory intervention, in line with Continuum of Support for children and families living in Surrey | Surrey Safeguarding Children Partnership (procedures.org.uk)
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where Early Help intervention is appropriate.
- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENCO) on matters of safety and safeguarding and consult the CSP Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; in particular, understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (using appropriate secure online software – MyConcern), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional Child Protection file is marked on the child/young person school file record.
- Ensure that when a child/young person transfers school (including in-year and at the end of year 11 to college), their Child Protection file is archived with MyConcern and transferred to the new school through MyConcern or secure transfer arrangements, within statutory 5-day timescales (separately from the main child/young person file and ensuring secure transit) and that confirmation of receipt is received. THPT DSLs will initiate contact with the previous/new school's DSLs to ensure this is completed and report any delays to the Principal.
- Ensure that where a child/young person transfers school (including in-year) and is on a Child Protection Plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that when a child/young person is removed from roll due to a move abroad or elective home education that the file is archived and the appropriate local authority department notified.
- Ensure that when a child/young person ends their formal education with a THPT school the safeguarding file will be archived until their 26th birthday, when it will be destroyed. Where a child protection file relates to sexual abuse, or where safeguarding guidance requires longer retention, the school will retain the record in line with statutory requirements and Trust record-keeping arrangements.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Principal any significant issues for example, use of the SSCP multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a Child Protection Plan who is absent without explanation.

- Ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, code of conduct and Keeping Children Safe in Education Part 1 and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, and to keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership and Trustees the Safeguarding & Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware of the role of the school in making referrals about suspected harm and abuse.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Contribute to and provide, with the Principal and Chair of the Local Governance Board, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education (current version).

The Deputy Designated Safeguarding Lead(s):
In addition to the role and responsibilities of all staff the Deputy DSL will:

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

All members of The Trust Board understand and fulfil their responsibilities to ensure that:
- The Trust has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Policies are consistent with Surrey Safeguarding Children Safeguarding Partnership (SSCP) and statutory requirements, are reviewed annually and that the Child Protection Policy is available on the school website.
- The SSCP is informed in line with local requirements about the discharge of duties via the annual S175/S157 safeguarding audit.
- The Trust operates a Safer Recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training. If there is not a panel conducting interviews, then the individual will have completed the Safer Recruitment training.
- At least one member of the Trust Board has completed Safer Recruitment training to be repeated every three years.
- All Trustees undertake safeguarding training at induction and this is updated regularly

- Staff have been trained appropriately and this is updated in line with guidance, and all staff have read Keeping Children Safe in Education part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff including temporary staff and volunteers are provided with the THPT Safeguarding & Child Protection Policy and THStaff Code of Conduct.
- The school has procedures for dealing with allegations of abuse against staff (including the Principal), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been, had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in the current version of KCSIE.
- A nominated safeguarding Trustee is appointed by the Trust Board.
- All Trustees have read and understand the role of the DSL as detailed in Annex C of KCSIE.
- A member of the Senior Leadership Team has been appointed by the Trust as the Designated Safeguarding Lead (DSL) for each school who will take lead responsibility for safeguarding and child protection and that the role is explicit in the annual letter from the Trust.
- On appointment, the DSL and deputy(s) undertake inter-agency training (CSP Foundation Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- The school will comply with DfE and Surrey County Council on the statutory requirements for supporting children missing education.
- The SSCP is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.
- The Trust will comply with regular data returns requested by the Local Authority, regarding all children/young people, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.
- The Trustees and school will ensure application filters and monitoring systems are in place to safeguard children online.
- Enhanced DBS checks are in place for all Members and Trustees.
- All THPT schools will conduct a regular audit of safeguarding and any weaknesses in Safeguarding are reported to the Trust Safeguarding Lead and remedied immediately. The results of the audit will be reported to Trustees annually.
- 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. Trustees will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure section 128 checks are undertaken as defined in the current version of KCSIE.
- Ensure where Governing bodies/Trust/Management Committees hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

Physical, Emotional, Sexual Abuse & Neglect

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children. In addition to the definitions below, staff should be aware of the wider safeguarding issues identified within Keeping Children Safe in Education, including child sexual exploitation, child criminal exploitation, domestic abuse, online abuse, child-on-child abuse, serious violence, harmful sexual behaviour and extra-familial harm. To support the local context, all staff have access to Surrey's Effective Family Resilience and Levels of Need.

What is abuse and neglect?

All forms of abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

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

Emotional abuse

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

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

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

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

Sexual abuse

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

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

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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

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

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

Additional Safeguarding Issues

Staff should be aware that safeguarding concerns rarely occur in isolation. Children may be vulnerable to a range of additional safeguarding issues which can overlap and coexist with abuse and neglect. Staff should remain professionally curious, report concerns promptly to the Designated Safeguarding Lead and respond in accordance with this policy, Keeping Children Safe in Education and local safeguarding procedures.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. This may include county lines, drug supply, theft, violence, financial exploitation or other criminal behaviour.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse in which a child is manipulated or coerced into sexual activity in exchange for something they need or want, or for the financial or other advantage of another person. Exploitation may occur online or in person.

County Lines

County Lines is a form of child criminal exploitation where organised criminal networks exploit children to transport, store or sell drugs, often using coercion, intimidation, violence or debt bondage. Children involved in county lines are victims of exploitation.

Modern Slavery and Human Trafficking

Modern slavery is a form of child abuse and exploitation. It includes slavery, servitude, forced or compulsory labour and human trafficking. Children may be exploited for criminal activity, sexual exploitation, domestic servitude, forced labour or financial gain.

Serious Violence

Children may be at risk of serious violence through criminal exploitation, gangs, weapon carrying or violence within their community. Staff should be alert to indicators that may suggest a child is vulnerable to or involved in serious violence and respond in accordance with safeguarding procedures.

Radicalisation and Extremism

Children may be vulnerable to extremist ideologies or radicalisation from a range of sources, including online content. Schools have a duty to have due regard to the Prevent Duty and to report concerns where a child may be at risk of being drawn into terrorism or extremist activity.

Children Missing Education (CME)

A child who is missing education, persistently absent or not receiving suitable education may be at increased risk of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation or radicalisation. Attendance concerns should always be considered as a potential safeguarding issue.

Online Safety

Technology is an integral part of children's lives and presents both opportunities and safeguarding risks. Abuse may occur online or be facilitated through technology, including bullying, grooming, coercion, sexual exploitation, image-based abuse and the misuse of artificial intelligence. Schools will respond in accordance with the Trust's Online Safety Policy.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a continuum from developmentally appropriate through to problematic, abusive and violent behaviour. Harmful sexual behaviour should always be taken seriously and responded to promptly in accordance with statutory guidance and the Trust's child-on-child abuse procedures.

Domestic Abuse

Domestic abuse can have a significant impact on children, whether they experience it directly or witness its effects within the home. Exposure to domestic abuse is recognised as a safeguarding concern and may affect a child's emotional wellbeing, behaviour, health and educational outcomes.

Nature & Indicators of Abuse

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

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

- Frequently going hungry
- Frequently having to go to school in dirty clothes
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- Being abandoned or deserted
- Living at home in dangerous physical conditions
- Not being taken to the doctor when ill
- Not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused*, current version) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

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

Indicators of neglect

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

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

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

Emotional abuse

The nature of emotional abuse

- Most harm is produced in *low warmth, high criticism* homes, not from single incidents.
- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic abuse.

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

Indicators of emotional abuse

Developmental issues:

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

Behaviour:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour - e.g. wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late

Social issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted

- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

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

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.
A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

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

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

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

You should be concerned if a child:

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home

- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Has a fear of medical help or attention
- Admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The Surrey SCP professional guidance provides school staff with information regarding indicators of CSE.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online).
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

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

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour

- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

In addition to the 4 types of abuse; physical abuse, emotional abuse, sexual abuse and neglect, there are a number of other factors/vulnerabilities that may cause concern.

These include:

- Child Exploitation; Gangs and County Lines; Grooming and sexual exploitation (including Online); Child trafficking; Modern day slavery; Radicalisation and Extremism (Prevent duty to report) Prevent -Healthy Surrey and Online abuse including Youth Produced Sexual Imagery
- Harmful Traditional Practices; Honour or Faith-based abuse; Female genital mutilation (duty to report) and Forced marriage
- Domestic abuse
- Parent and/or child misusing alcohol or drugs
- Parents with learning difficulties and or mental ill health
- Vulnerability of children with disabilities
- Teenage pregnancy and parenthood
- Self-harming including attempted suicide or suicidal behaviour
- Highly mobile families
- Families without recourse to public funds
- Young carers
- Homelessness and chronic financial difficulties
- Fabricated or Induced Illness (FII)/ Perplexing presentations
- Children who have experienced trauma
- Children who go Missing (from school and home)
- Children/young people attending unregistered school
- LGBTQ+

Children with Special Educational Needs and Disabilities or health issues

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and

- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so.

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

Child-on-Child Abuse, Harmful Sexual Behaviour and Child-on-Child Sexual Harm

THPT recognises that children can abuse other children, and that child-on-child abuse can occur in any school, in person or online, between individuals or groups, and across primary, secondary, special and alternative provision settings. Child-on-child abuse is never "just banter", "part of growing up" or an inevitable feature of childhood. It must always be taken seriously, recorded, and responded to in line with safeguarding procedures. Child-on-child sexual abuse is a form of child sexual abuse. The Trust will respond to reports of child-on-child sexual abuse using the same safeguarding principles applied to abuse perpetrated by an adult, ensuring that victims are protected, supported and listened to, and that appropriate action is taken in respect of the child whose behaviour has caused harm.

Child-on-child abuse includes bullying, intimidation, humiliation, coercion, controlling behaviour, physical abuse, sexual violence, sexual harassment, online abuse, image-based abuse, exploitation, prejudice-based abuse, initiation or hazing, and harmful sexual behaviour. It may involve a single incident or a pattern of behaviour. Harm may be visible or invisible, and repeated low-level behaviours can create the culture in which more serious abuse is normalised.

THPT schools will challenge the pathway from belonging to power, silence, normalisation and harm. Staff are expected to notice patterns, interrupt unsafe behaviour, record concerns and act promptly. Children are safer when adults do not ignore "small" incidents, dismiss behaviour as banter, or assume someone else has already acted.

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

- repeated teasing, ridicule or social exclusion
- threats, intimidation or coercion
- unwanted sexual comments, jokes or gestures
- controlling behaviour in relationships, including monitoring phones, friendships or movements
- pressuring another child to share images, passwords or location
- sharing, threatening to share, or creating nude or semi-nude images without consent
- physical assaults, restraint, "play fighting" that is not consensual, or initiation rituals
- prejudice-based abuse including racism, sexism, homophobia, biphobia, transphobia and disability-related abuse
- online harassment, group chat abuse, cyberbullying and the misuse of AI-generated content
- any behaviour that makes another child feel frightened, humiliated, unsafe or unable to speak up.

Where staff become aware of child-on-child abuse, they must listen, reassure, record the facts, preserve evidence where relevant, and report immediately to the DSL. Staff must not investigate, interview children extensively, or attempt to mediate serious concerns themselves. The DSL will determine the school response, including whether the concern should be managed through safeguarding, behaviour, Early Help, Family Support, Police, Social Care or a combination of responses.

Sexual violence and sexual harassment between children are never acceptable. THPT schools will not minimise such conduct as banter, joking or normal adolescent behaviour. Schools will act on the impact of the behaviour, not only the intention behind it, and will ensure support for any child who has experienced harm as well as appropriate action for any child whose behaviour has caused concern

Where the abuse involves social media, messaging platforms, image-sharing, or AI-generated or manipulated content, staff must treat this as a safeguarding concern. The child must be supported, evidence preserved in line with school procedure, and the DSL informed immediately.

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

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and school/college and college staff are supported and protected as appropriate.

THPT schools are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- understanding that girls are more likely to be victims and boys are more likely to be perpetrators and that all child-on-child abuse is unacceptable and will be taken seriously.

It is important to recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Professionals should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. Schools should think very carefully about terminology, when using language such as 'perpetrator' or 'alleged perpetrator' especially when speaking in front of children.

Mandatory Reporting of Child Sexual Abuse

The Trust recognises the statutory mandatory reporting duty relating to child sexual abuse introduced by the Crime and Policing Act 2025. All staff must understand their responsibilities under this duty and act without delay where the statutory reporting threshold is met. Any concern relating to child sexual abuse must be reported immediately to the Designated Safeguarding Lead (or Deputy DSL). The welfare of the child remains paramount, and any mandatory report will be made alongside, and not instead of, the school's wider safeguarding responsibilities in accordance with *Keeping Children Safe in Education*, *Working Together to Safeguard Children* and relevant statutory guidance.

Prevention

- Taking a whole school/college approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school/college's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Identifying and Responding to reports of sexual violence and Sexual Harassment

Sexual harassment is identified as 'unwanted conduct of a sexual nature' this can occur online and offline.

Sexual Harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
- sexualised online bullying
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats

Harmful Sexual behaviour (HSB)

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Further information can be found in the *NSPCC: Harmful sexual behaviour* guidance.
Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.
If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools 2018 guidance.
Staff taking the report will inform the DSL or the Deputy DSL immediately.

Further information on how THPT schools will respond to allegations of sexual assault, harassment and child-on-child abuse please see the THPT Intranet.

Searching Children/Young People and their Possessions

To maintain a safe and supportive environment, The Howard Partnership Trust (THPT) permits searches to be carried out in line with statutory guidance, specifically the Department for Education's *"Searching, Screening and Confiscation: Advice for Schools"* (July 2022). Only members of the Senior Leadership Team

(SLT) or the Safeguarding Team are authorised to conduct searches of children/young people or their possessions. This ensures that all searches are carried out lawfully, proportionately, and with due regard to the dignity and welfare of the pupil.

Searches may be conducted if there are reasonable grounds to suspect that a pupil is in possession of:

- Prohibited items, including:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco or cigarette papers
    - Fireworks
    - Pornographic images
    - Any item likely to be used to commit an offence, cause injury, or damage property
    - Items banned by the school's behaviour policy, such as vapes, energy drinks, or laser pens

Staff may search a pupil's:

- Outer clothing (e.g. blazers, coats, hats, shoes, boots, scarves)
- Pockets
- Bags
- Lockers or desks
- Personal items (e.g. pencil cases, containers)

Children/young people may also be asked to:

- Empty their pockets
- Remove shoes (as these are considered outer clothing)

Metal detector wands or screening arches may be used as part of routine or targeted searches to detect prohibited items. Their use must be proportionate, non-discriminatory, and in line with safeguarding principles.

Staff must not require children/young people to remove any clothing worn next to the skin or immediately over underwear. Strip searches are not permitted by school staff and may only be carried out by police under strict legal conditions.

Searches must be conducted by a staff member of the same sex as the pupil, with a second adult present as a witness. The only exception to this is where there is an immediate risk of serious harm and no same-sex staff member is available. In such cases, the search must be justified, proportionate, and recorded in full.

Children/young people must be informed of the reason for the search and given the opportunity to cooperate. Searches should be conducted in a private space, with sensitivity and professionalism. All searches must be recorded on MyConcern, and the Designated Safeguarding Lead (DSL) must be informed if a prohibited item is found or if the search raises any safeguarding concerns. Parents must be informed of any search for a prohibited item and the outcome, including any sanctions applied. If a pupil refuses to cooperate with a search, the situation will be managed sensitively and proportionately, with appropriate support sought from parents, carers, or external agencies as needed. Should this occur full details will be recorded on MyConcern.

Confidentiality, Sharing and Withholding Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2022) guidance.
The school will refer to the guidance in the data protection: toolkit for schools - www.gov.uk/government/publications/data-protection-toolkit-for-schools
guidance to support schools with data protection activity, including compliance with the GDPR. Information will be shared with staff within the school who 'need to know'. Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.

All THPT staff have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All THPT staff must be made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential, and the Principal or DSLs will only disclose information about a child to other members of staff on a 'need to know' basis.

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

Reporting a safeguarding concern

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

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

    - Dates, place and times of their observations
    - Dates, place and times of any discussions in which they were involved
    - Who was present and their role
    - Any injuries
    - Explanations given by the child / adult
    - The demeanour/non-verbal behaviours of the child
    - Rationale for decision making and action taken
    - Any actual words or phrases used by the child.

5. The records must be signed and dated by the author or equivalent on electronic based records (MyConcern).
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the police if appropriate) if there is the potential for immediate significant harm.

Urgent concerns: where a child has been significantly harmed or there is a risk of imminent harm, this must be reported to the DSL immediately. If there is no DSL/DDSL available please report on MyConcern, mark as urgent and report to a member of the senior leadership team.

Following a report of concerns the DSL must:

1. **Using the SSCP Levels of Need**, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MAP and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the MAP. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
   If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk or contact the Children's Single Point of Access (C-SPA) consultation line on 0300 470 9100 to discuss the concerns. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken.
3. If the DSL feels unsure whether a referral is necessary, they can telephone the C-SPA to discuss concerns.
4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering Early Help.
5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the MAP or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
6. When a child/young person is in need of urgent medical attention and there is suspicion of abuse, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the MAP. The DSL should seek advice about what action the MAP will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
7. The exception to this process will be in those cases of known FGM where there is a mandatory reporting duty for the teacher to report directly to the Police where they either:

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

Child Protection Procedures

The following procedures apply to all staff working in THPT schools and will be covered by training to enable staff to understand their roles and responsibilities.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed, abused or is at risk of harm or abuse.

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

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

Dealing with safeguarding concerns

All THPT staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.
All staff should understand that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

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

Guiding principles, the seven R's
Receive

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

Reassure

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

Respond

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

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the MAP or Police, as appropriate directly

- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible, make some very brief notes at the time, and write them up without delay and without exception **Within 24 hours** ensure that MyConcern has been updated using the THPT guidance for MyConcern, located on the THPT Intranet.
- Keep your original notes on file
- Record the date, time, place, person/s present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

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

Review (led by DSL)

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

What happens next?

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

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

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

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

Working in partnership with the Police

The Police may arrive at school for a variety of reasons. Sometimes, these are pre-arranged to meet with staff, or with a member of staff and a children/young person. Regardless of the reason **it is important that the Safeguarding needs of the child are identified and met** first before any criminal investigation.

If the Police arrive, please follow the below guidelines:

- The Police must sign in as a visitor, stating who they are intending to meet.
- If the Police ask to meet a child/young person, please ask which member of staff they will also be meeting.
- The Police must not meet a child/young person without another adult present.

- The Police may meet a child/young person with a social worker, please make sure a member of the safeguarding team is alerted prior to this meeting taking place as they will confirm this can go ahead – do not assume.
- If you are uncertain, please seek information from DSL/DDSL. If they are not available, please speak to another member of SLT.
- A child/young person must not be left alone with the Police even for a short period of time unless,
- we have parental permission – in writing or a member of staff has spoken to the parent
- The child/young person and parent do not want a member of staff present
- A member of staff is present to meet and depart the Police officer and is present outside the meeting room.
- The police should not be allowed to search a child/young person without their parent present

Safeguarding concerns and allegations against adults who work with children – referral to the Local Authority Designated Officer (LADO)

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

- *behaved in a way that has harmed a child, or may have harmed a child;*
- *possibly committed a criminal offence against or related to a child; or*
- *behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*
- *behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children*

The last bullet point above includes behaviour that may have happened outside of the setting, that might make an individual unsuitable to work with children, this is known as transferable risk.

The setting may also receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

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

- Report any concerns about the conduct of any member of staff, volunteer or other adult to the Principal immediately. This information will be logged confidentially on the Confide system.
- If an allegation is made against the Principal, the concerns need to be raised with the Head of Phase. If the Head of Phase is not available, the Strategic Lead for Safeguarding. If neither can be contacted, the LADO can be contacted directly.
- There may be situations when the Principal or Head of Phase will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Principal or the Head of Phase will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO, the school/college will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

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

Low-Level Concerns (LLCs) – see current version of keeping children safe
At THPT, we are committed to fostering a culture of openness, trust, and professional accountability. We recognise that safeguarding is not only about responding to serious incidents but also about identifying and addressing early signs of inappropriate behaviour. This includes low-level concerns… behaviours that may not meet the threshold for referral to the Local Authority Designated Officer (LADO) but nonetheless warrant attention.

Why Low-Level Concerns Matter
Research and case reviews have shown that patterns of abuse often begin with small boundary-crossing behaviours. By recognising and addressing these early, we can prevent harm and uphold the highest standards of professional conduct.

Reporting and Recording
- All low-level concerns must be reported to the Principal
- Staff are encouraged to self-refer if they believe they may have acted in a way that could be perceived as inappropriate.
- Concerns will be recorded confidentially on Confide and, where appropriate, cross-referenced with the staff member's personnel file.
- Patterns or repeated concerns will be reviewed to determine whether they meet the threshold for further action.

Creating a Safe Culture
- Regular reminders will be shared with staff about the importance of reporting low-level concerns.
- The process is designed to be supportive, not punitive, and to promote reflective practice.
- Governors & Trustees will be informed of themes and learning arising from low-level concerns as part of their safeguarding oversight.

All staff have a duty to report concerns, however minor they may seem. This is not about "telling on colleagues" it is about protecting children and maintaining a culture where safeguarding is everyone's responsibility.

Racist Incidents

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

Safeguarding & Child Protection Policy Appendices

Appendix 1 – THPT Response to Sexual Violence and Harassment disclosures

THPT Guidance for Response to Sexual Violence & Harassment disclosures

REPORT RECEIVED
(from the victim or a third party) – this might be onsite, off site or online

DEFINITIONS

Sexual Violence
Rape, Assault by penetration or Sexual Assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, or online sexual harassment.

Victim reassured

Protocols

- It is important the disclosure is taken seriously and the victim kept safe
- Confidentiality is not promised
- That the victim is listened to & no judgement is made
- Clear record of the disclosure is taken and the facts are reported.
- Two staff should be present, including the DSL/DDSL (consider the gender of the victim and their wishes)
- Victim is sensitively informed that about the referral to other agencies
- If the victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (See Sexual Violence & Harassment between children in schools and colleges).

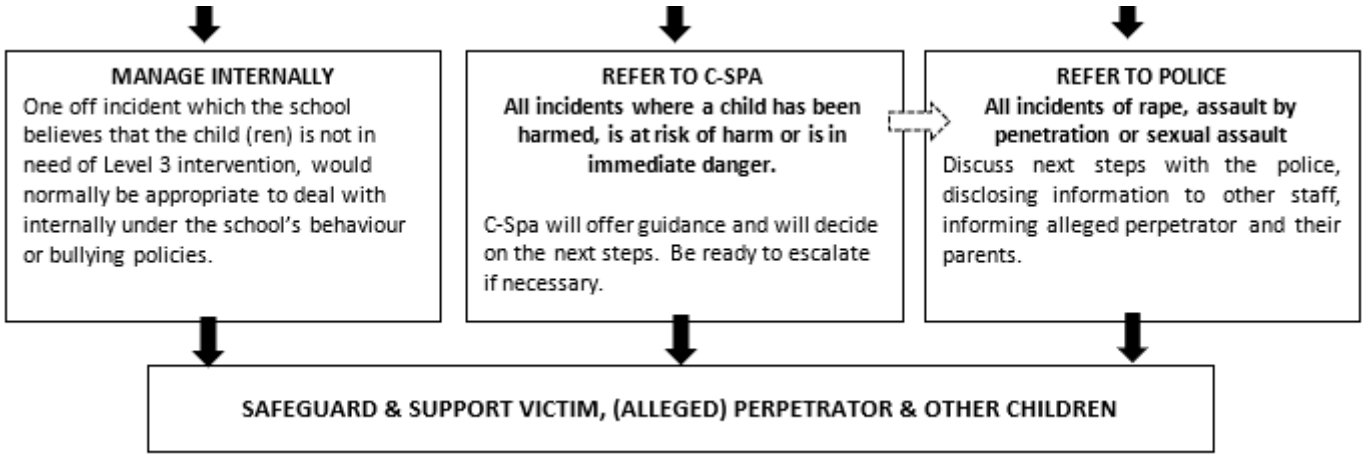
Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Considerations

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours

Immediately: consider how to support the victim and the alleged perpetrator

- What are the views of the victim?
- Consider the nature of the alleged incident
- Consider the ages of the children & development stage of the child
- Is there any imbalance of power between the children?
- Is it a one-off incident or part of a pattern of behaviour?
- Are there any ongoing risks? Disabilities? Housing arrangements
- Other related issues and wider context


MANAGE INTERNALLY
One off incident which the school believes that the child (ren) is not in need of Level 3 intervention, would normally be appropriate to deal with internally under the school's behaviour or bullying policies.
REFER TO C-SPA
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
C-Spa will offer guidance and will decide on the next steps. Be ready to escalate if necessary.
REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault
Discuss next steps with the police, disclosing information to other staff, informing alleged perpetrator and their parents.
SAFEGUARD & SUPPORT VICTIM, (ALLEGED) PERPETRATOR & OTHER CHILDREN

VICTIM

- The needs and wishes of the victim are paramount
- The victim should not made to feel that they are the problem
- Consider proportionality of response
- Aim for victim to carry out normal routine
- Recognise that they may struggle in class and need time out
- Be aware that they might not disclose the full picture immediately.
- Prepare for support over a long period and consider who is involved (internal and external)
- Keep the victim up to date with actions taken and information
- If victim moves school, the DSL informs the new school of the need for continued support.

ALLEGED PERPETRATOR

- Consider there may be possible tension between discipline and support (these are not mutually exclusive)
- Consider the age/developmental stage/any SEND
- Proportionate response
- Consider unmet needs (for example, harmful sexual behaviours in younger children may be a sign of abuse/trauma).
- If (Alleged) perpetrator moves schools, the DSL informs the new school of issues and transfers the child protection file.

OTHER CHILDREN

- Witnesses may need support (especially in cases of sexual violence)
- Avoid allowing young people to 'take sides'
- Minimise potential for bullying or victimisation in school and on school transport
- Constantly review porting procedures and responses
- Develop safeguarding culture
- Be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed).

DISCIPLINARY MEASURES TAKEN

- Consider THPT Behaviour & Exclusions policies
- Decisions may be taken based on the balance of probabilities, unless prejudicial or unreasonable.

Ensure actions do not jeopardise the investigation. School to work closely with police and/or other agencies. It is important to note that school and police investigations can work concurrently.

CRIMINAL PROCESS ENDS

- Conviction of Caution – follow THPT polices and consider Permanent exclusion. If young person stays at school, make clear expectations, keep victim and perpetrator apart. Consider victim's wishes
- Not Guilty/No Further Action – support victim & alleged perpetrator

All concerns, discussions, decisions and reasons for decisions should be recorded on MyConcern throughout the investigation/decision making process.

Appendix 2 – Information re disclosures of under-age sexual activity, sexual health advice and suspected pregnancy

Disclosures of under-age sexual activity, sexual health advise & suspected pregnancy

Relevant Guidance & Legislation
Sexual Offences Act, 2003
DfE Working together to safeguard children 2026
Keeping Children Safe in Education (current version)
Ofsted's review of Sexual Abuse in schools and colleges
Brook Traffic Light Toolkit

This guidance has been written, in conjunction with Brook[1] organisation to guide Principals, Trust DSLs and the wider safeguarding team who support young people age 13 or over in disclosures of sexual activity. It should be read in conjunction with Trust Safeguarding policies and complements our whole school approaches to prevention and responding to sexual harassment, sexual bullying and child on child sexual violence.

In THPT schools we do not consider a young person being sexually active to always be an automatic safeguarding risk and therefore we would not always routinely disclose to parents or carers. The Trust aim is to be proportionate, respect the rights of the young person and to prioritise their health and safety. Where there is age/stage appropriate sexual activity within healthy and unproblematic relationships, the approach needs to be focussed on empowerment, collaboration and co-producing positive outcomes with the young person/people as opposed to situations where risk/harm/abuse is present, which would require immediate safeguarding.

It is our aim to create a child-centred approach which appropriately safeguards young people and to undertake the following:

- Assess each case individually. Being sexually active under 16 should not *automatically* trigger a safeguarding concern e.g., if both young people are consenting and of similar age[2] with no indictors of abuse, harm, exploitation, or concerns that would otherwise warrant a referral to Children's services. The younger they are the stronger the presumption will be that sexual activity may be a matter for concern. All disclosures of under-age sexual activity should be discussed with the Designated Safeguarding Lead (DSL), who may consider a risk assessment and possible referral to Children's services. The DSL will also take guidance from the Trust and Surrey Children's Services where necessary.
- Any disclosure of a child 12 years old and under will immediately be referred to Children's Services with consent gained from parents under normal safeguarding procedures. In English law, a young person under the age of 13 is not considered able to consent to sex.
- It is important to consider the implications when 'high-need' SEND children/young people are sexually active. There may be enhanced risk due to the conflict of their physical maturity compared to their emotional maturity. It is important to consider the child/young person's understanding of consent; whether they have the freedom and capacity to give consent and the development stages of the young people involved. This may present an increased rate of vulnerability and a full risk

[1] Sexual Health & Wellbeing - Brook – Healthy lives for young people
[2] Brook Traffic light tool suggest that children/young people of a 'similar age' should be no more than two years apart.

assessment should always be completed by the Principal, DSL and a member of the Trust safeguarding team.
- Ensure the immediate safety of the young person, for example consideration of any possible risk of sexual abuse, exploitation, violence. Children's Services will always be consulted where this may be a possibility.
- Protect them from physical risks associated with any pregnancy by referring to **a school nurse, sexual health provider or GP** in a timely manner. During this process a further safeguarding assessment will completed. Intervention should be timely and can take place *in parallel* with school safeguarding processes.
- All records of discussions and decisions with be recorded electronically on MyConcern.

Following this process if a decision has been taken to escalate, DSLs will:

- Support young people to assess and address *immediate* physical or mental health needs.
- Ensure that the young person has the opportunity to disclose/share relevant information regarding sexual activity with their parent/carer or identify an alternative responsible trusted adult who could act as a source of support, both practically and emotionally.
- Ensure information is only shared on a need-to-know basis with school-based staff.
- Contact THPT Safeguarding to weigh up the information to decide on which response is most appropriate, considering risks and appropriate action that is in the best interests of the child/young person.

Confidentiality

Parents/carers should not be *automatically* informed as this *may* put the young person at direct risk. This decision will be risk assessed on a case-by-case basis.
Creating trust between the young person and school and working with the young person to assess their safeguarding and health needs will: help achieve the best outcome for the young person; ensure the young person continues to attend school; and support positive help-seeking behaviour in the future.

If the decision is taken that it is necessary to disclose to a parent, DSLs will ensure that they keep the young person involved in decisions, time frames and agree where appropriate, how and when the sharing of information and involvement of parents/carers will be achieved. If a young person chooses to disclose, the DSL will offer to be present to support or mediate a conversation with parents/carers.

Accessing Healthcare

English law states that a young person can consent to medical care if they have capacity (i.e have the maturity and comprehension to understand the risks and benefits of treatment). This is known as Gillick competence or Fraser Guidelines.
A young person *may* be competent to consent to contraceptive or abortion treatment without automatically involving a parent or carer. A healthcare professional will explore with the young person the risks and benefits of involving a parent/carer.
In THPT Secondary schools, a school nurse should be available to provide advice, guidance, contraception and emergency contraception on a 1:1 basis. In the absence of a school nurse the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) should be able to support and signpost to external agencies.
Relationships and Sex Education (RSE) – Sexual Health education and Pregnancy risks/prevention

THPT schools are committed to ensuring that Relationships and Sex Education (RSE) is in place to educate young people on how to protect themselves against sexually transmitted diseases and pregnancy.
High quality, timely RSE around these issues should address:

- the right to say no to sex, sexual consent and healthy relationships
- how to access support if you are under pressure to have sex or at risk in a coercive relationship
- how to recognise the signs of an abusive relationship
- the decision to have sex, the right to mutual enjoyment and sexual pleasure
- information and education about safer sex, fertility cycles, pregnancy risk, pregnancy prevention, contraception and emergency contraception – including the efficacy v failure rates of different contraceptive methods and Emergency Contraceptive with 'normal use'
- education about pregnancy options including about the decision to become a parent, and evidence-based information about abortion
- education about the right to access confidential services for contraception and abortion, where these are in your area and what to expect
- good sources of reliable sexual health information e.g., NHS, Brook

It is vital that highly visible information is available around the school regarding local services including youth services, mental health services and sexual health services.
DSLs, DDSLs and the wider safeguarding teams should be aware and able to signpost young people/families to services and targeted education programmes that safeguard children/young people at high risk of sexual exploitation.

Children/young people with special educational needs will be supported through bespoke programmes in line with their age and development as these become appropriate.

Disclosure of unprotected sexual activity in relation to pregnancy

Emergency contraception
If someone has had unprotected sex, decisions are time critical in accessing emergency contraception.

Three types of Emergency Contraceptive are available. Two are hormonal pills taken orally: Levonelle which needs to be taken within 72 hours of unprotected sex, most effective the earlier it is taken; and Ella One which can be taken up to 120 hours after unprotected sex. The efficacy of emergency hormonal contraception is affected by when it is taken in the menstrual cycle i.e., it is not effective if taken after ovulation.

The IUD can also be fitted up to five days after unprotected sex and then remain as a form of long-acting reversible contraception. It is very effective and is safe for younger women who have not been pregnant. These are available from GP services, some pharmacies and sexual health services. Further information can be found on https://www.brook.org.uk/find-a-service/

https://www.brook.org.uk/your-life/emergency-contraceptive-pill
Any young person who has used emergency hormonal contraception – or stated their intention to do so should be followed up to check that they are not pregnant and that they have talked to a health professional about future contraception and STI testing.
Safeguarding concerns that should be considered **immediately** in relation to any suspected pregnancy:

- Pregnancy may be the **result of a serious safeguarding issue** (e.g., pregnancy as a result of sexual assault/abuse/exploitation)
- It may be the **cause of a safeguarding issue** (disclosure of pregnancy will lead to unsafe situation at home for one or both of the young people involved because of the response of family

members e.g., where families believe that sex outside of marriage is prohibited/sinful/will bring shame to the family). A young person reporting fears around this should be taken seriously. It is vital to maintain confidentiality to keep the young person safe while the risk is assessed. There are a range of organisations that can advise specifically on risks in communities where Honour or Faith-based crimes are prevalent.

- It may be both the **result and the cause of safeguarding issues** – where the pregnancy was the result of assault/abuse or exploitation and the family response will be unsafe.

DSLs may find the Spotting the Signs documentation produced by Brook and the British Association of Sexual Health and HIV useful when they speak to a young person who is sexually active but it should not be completed by anyone other than a healthcare professional.

KCSIE 2021 advises that schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children/young people and adults, regardless of when the incident occurred.

Concealed Pregnancies

The most significant risk for a pregnant teenager is that they go into a state of fear and/or denial where they conceal the pregnancy from everyone. This means they do not access any of the ante-natal care and advice and miss out on the routine advice on healthy pregnancy, and the checks and scans that can identify health risks for them or the foetus.

The worst outcome of a concealed pregnancy is going through pregnancy with no healthcare and giving birth without a health care provider present. This can be traumatic and unsafe and can result in the unintended death of the foetus and even potentially the birthing teenager.

Feeling confident that they can confide in a professional at school or in a health setting is vital to preventing concealed pregnancies. Once we know someone is pregnant, it is vital that they are followed up to ensure they have accessed ante-natal or abortion care and are on the radar of the appropriate health provider.

Unclear messaging around the legal age of consent may lead young people to think that they cannot come forward if they become pregnant because they have broken the law. It is critical that they know the law is there to protect not criminalise them and that they have the right to access confidential care.

Domestic/intimate partner violence and pregnancy

Several studies have reported that violent abuse, coercion and control may be experienced by someone for the first time in pregnancy; or that existing abuse may intensify or increase in frequency. Anyone who is pregnant is routinely asked about domestic violence within ante-natal appointments. Be aware that a pregnant student might start to experience IPV for the first-time during pregnancy. A controlling partner may also try to control the outcome of the pregnancy.

Support with decision-making

It is possible that some young people may be at risk of being coerced or forced into a course of action they are not happy about e.g., to have an abortion or to continue with the pregnancy and proceed to adoption or parenthood, against their will. It is important that the young person is offered the opportunity to talk confidentially with a counsellor, GP or nurse to establish what, ideally, they would like to happen before involving a parent/carer. Whatever the decision, the best chance of a good outcome for the pregnant young person post-pregnancy is when they have received accurate information about their options and had

impartial, non-judgmental support to weigh up their options so that they can be as confident as possible that they are making the best decision for themselves.
Some pregnancy services (often describing themselves as crisis pregnancy centres) are set up to deter or obstruct people from choosing or accessing abortion and will not provide accurate information about all the pregnancy options, or impartial support with decision-making. The best place to access impartial support is from NHS sexual health services or a GP.

Related DFE documents

- *A Teenage Pregnancy Prevention Framework: supporting young people to prevent unplanned pregnancy and develop healthy relationships.* Public Health England and Local Government Association. 2018. https://www.gov.uk/government/publications/teenage-pregnancy-prevention-framework
- *A Framework for supporting teenage mothers and young fathers.* Public Health England and Local Government Association. (2016) Public Health England and Local Government Association. 2016. https://www.gov.uk/government/publications/teenage-mothers-and-young-fathers-support-framework

Appendix 3 Local Safeguarding, Welfare & Medical Arrangements template

Information highlighted in yellow should be personalised at a school level.

Name of School

LOCAL SAFEGUARDING, WELFARE & MEDICAL ARRANGEMENTS
2026/2027 Academic Year

Date of review: July 2026	Review period: Annually
Next due for review: July 2027	Executive Lead: Strategic Lead for Safeguarding
Status: Statutory	School Specific Lead: Principal/Designated Safeguarding Lead (DSL)

Aims/Purpose: The purpose of this document is to provide clear, school-specific information outlining the Local Safeguarding, Welfare & Medical arrangements in place to keep children safe, well and supported. It ensures that all staff, volunteers and visitors understand their responsibilities, know what to do if they have a concern, and are confident in accessing the appropriate support systems. This document also supports parents and carers in understanding how the school safeguards and promotes the welfare of all children while in our care.

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. THPT Schools are committed to safeguarding and promoting the welfare of children and young people and we expect all Trustees, staff and volunteers to share this commitment.

Operational

Each THPT school has a Designated Safeguarding Lead member of staff, with additional nominated staff members as appropriate. The following information will be displayed:

Safeguarding Key Personnel

Designated Safeguarding Lead (DSL) is:
Contact details:

The Lead Trustee for Safeguarding are;
Alex Pett alex.pett@thpt.org.uk

The Trust Safeguarding Lead is Jo Mackenzie
jo.mackenzie@thpt.org.uk (07834 221980)

The Principal is:
Contact details:

The school's SENCO/Inclusion Lead is:
Contact details:

The school's Senior Leader for Mental Health is:
Contact details:

The SLT lead for **Health, Medical Needs and First Aid** is:
Contact details:

The Designated Teacher for Looked After Children is:
Contact details:

The school's Online Safety Coordinator is:
Contact details:

Key External Safeguarding Contacts

- Neighbourhood Police Team / Safer Schools Officer
- Surrey Virtual School (or other relevant local authorities)
- Other key agencies

DSL, DDSLs and Safeguarding Teams

Designated Safeguarding Leads (DSLs), Deputy DSLs (DDSLs) and safeguarding teams play a vital role in keeping children safe by providing clear leadership, oversight and expertise. They ensure that concerns are identified early, recorded accurately and acted upon promptly, working with staff and external agencies to secure the right support for every child.

****INSERT SCHOOL DSL Poster with photos/contact details ****

Safeguarding Systems and Culture

Safeguarding within the school is underpinned by a strong culture where all staff maintain the mindset that *"it could happen here"*, ensuring vigilance at all times. Practice is child-centred, with all decisions focused on the safety and wellbeing of the child.

The school promotes openness and the trusted adult model, ensuring children feel safe, listened to and confident to share concerns.

All staff have a duty to respond promptly to any concern about a child's safety or wellbeing. Concerns should be taken seriously at all times, recorded clearly and factually, and shared without delay. Staff must report concerns to the Designated Safeguarding Lead (DSL) or a Deputy DSL on the same day. Where

there is an immediate risk of harm and a DSL is not available, staff must take direct action and contact external services.

Surrey Children's Services – Children's Single Point of Access (C-SPA):
0300 470 9100 (Monday to Friday, 9am–5pm)
Out of hours: 01483 517898
(Schools should include additional local authority contact details where relevant, e.g. Kent, Hounslow)

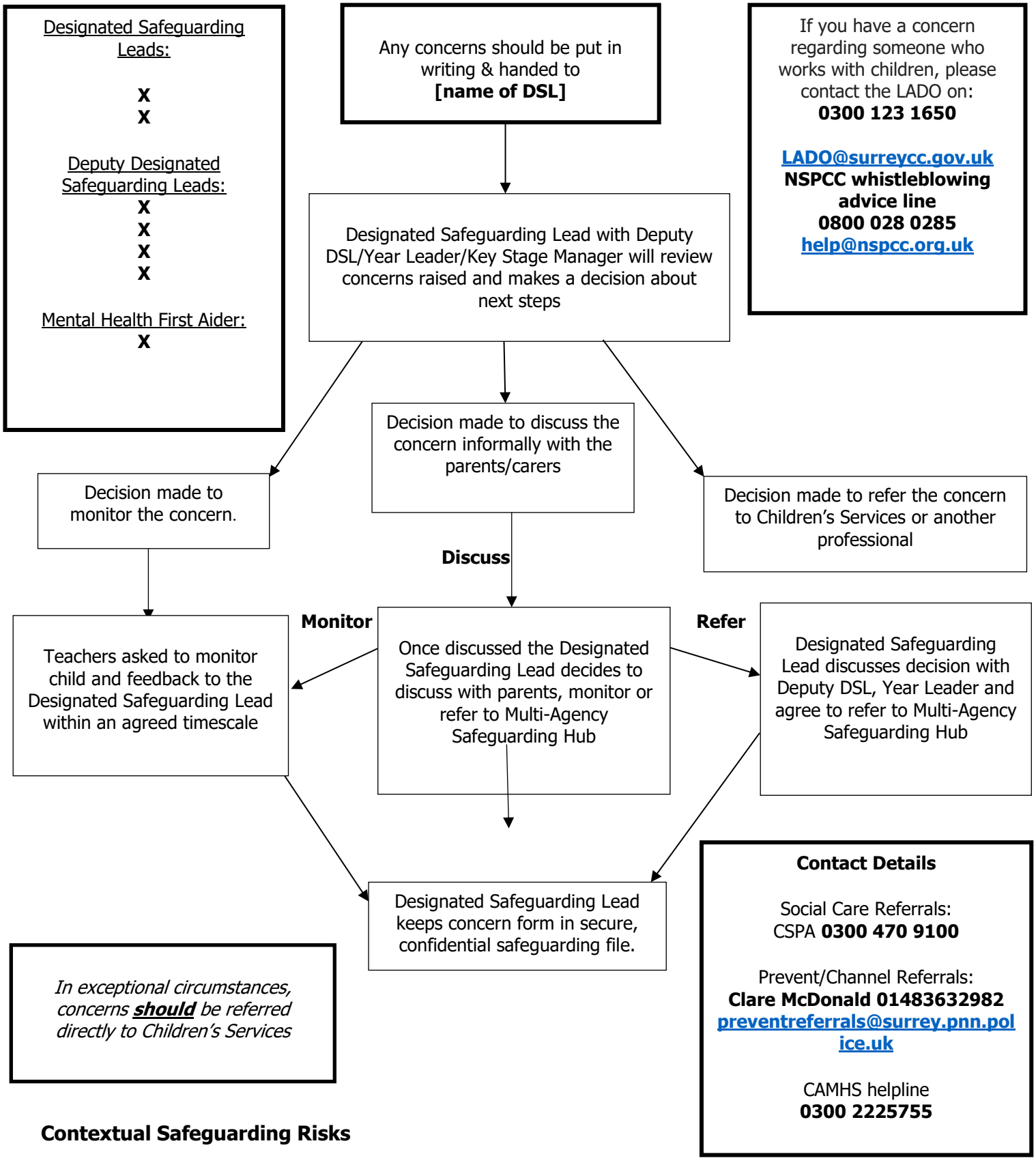
All safeguarding concerns are recorded using **MyConcern** to ensure timely, secure and effective recording, monitoring and information sharing.

Local Arrangements – MyConcern:
(School to complete)

- How do staff record, monitor, triage and review concerns, including use of MyVoice)
- What should staff do if they have a concern? (step-by-step)
- What information must be included in a MyConcern entry?
- What happens after a concern is reported?
- What are the expected timescales for recording concerns?
- *What should staff do if they are unsure whether something is a safeguarding concern?*

****INSERT SCHOOL FLOWCHART ****

FLOW CHART FOR RAISING SAFEGUARDING/ MENTAL HEALTH CONCERNS ABOUT A CHILD [INSERT SCHOOL]



Contextual Safeguarding Risks

The school recognises that safeguarding risks may arise from factors outside of the home environment, including the local community, peer relationships and online activity. Staff understand the importance of

contextual safeguarding, where children may be vulnerable to risks such as exploitation, child on child abuse, bullying, online harm, and community-based risks.
All staff are expected to remain aware of local and emerging risks and to report concerns promptly so that patterns can be identified and addressed. The school works in partnership with external agencies to respond to contextual risks and ensure appropriate support for children.

Local Arrangements – Contextual Risks:
(School to complete)

- Key **local risks and themes** identified within the community
- How information is **shared with staff** (briefings, bulletins, CPD)
- Strategies in place to **monitor and respond to contextual concerns**
- Links with external agencies (e.g. police, safeguarding partners)
- *What local/contextual risks should staff be particularly aware of?*
- *How are staff kept up to date with safeguarding risks (e.g. briefings, bulletins)?*
- *What signs should staff look out for in relation to these risks?*
- *How should staff respond if they identify a contextual safeguarding concern?*

Allegations Against Staff / Low-Level Concerns

All staff have a responsibility to act immediately if they have a concern about the behaviour of an adult working with children. This includes concerns that may meet the harm threshold, as well as low-level concerns, all of which must be reported and recorded in line with school procedures. All concerns must be taken seriously, handled appropriately, and never ignored.

Self-Reporting of Concerns
Staff should recognise their duty to be open and transparent in order to safeguard children and maintain professional standards. Any member of staff who has concerns about their own behaviour, conduct, or relationships with children, or who may have acted in a way that could be misinterpreted, must report this to the Principal without delay. Self-reporting enables concerns to be managed appropriately, supports a culture of openness and accountability, and helps to protect both children and staff. Such disclosures will be handled sensitively and in line with safeguarding and employment procedures.

If a concern relates to a member of staff, volunteer or visitor, it must be reported immediately to the Principal. If the concern relates to the Principal, this must be reported to the Executive Lead/Executive Director of Education or Head of People.

Principal:
Executive Lead:
Strategic Lead for Safeguarding: Jo Mackenzie
Head of People: tbc

All concerns will be managed in line with statutory guidance, including consultation with and referral to the Local Authority Designated Officer (LADO) where appropriate.

External Reporting and Advice
Surrey Local Authority Designated Officer (LADO):
0300 123 1650
LADO@surreycc.gov.uk

Low-level concerns about staff behaviour must also be reported and will be recorded using the Trust's confidential recording system, Confide, to ensure transparency, appropriate oversight, and the identification of any patterns of concern.

Visitors, Contractors and Supply Staff
All visitors, contractors and supply staff must follow the school's safeguarding procedures. They are required to sign in, wear identification, and understand how to report concerns.

Supply and temporary staff receive a brief safeguarding induction on arrival, including key contacts (DSL/DDSL), reporting procedures, and expectations for professional conduct.

Local Arrangements – Visitors and Contractors:
(School to complete)

- Visitor sign-in and ID procedures
- Induction process for supply staff
- Supervision arrangements for contractors
- What are staff expected to do if they see an unidentified visitor?
- What should staff do if a visitor's behaviour raises concern?
- What are the expectations around supervising visitors or contractors?

Mental Health and Wellbeing

The school is committed to promoting positive mental health and emotional wellbeing for all children, recognising that mental health is closely linked to safeguarding. All staff play a role in identifying early signs of need and must raise concerns with the DSL or appropriate pastoral and inclusion staff. The school operates a clear system for triage, internal support and referral to external services where required, ensuring that children receive timely and appropriate support.

A **Senior Mental Health Lead** and designated staff oversee provision within the school, working collaboratively with safeguarding and inclusion teams. Where a mental health concern is also a safeguarding concern, safeguarding procedures must be followed without delay

The school's Senior Leader for Mental Health is:
Contact details:

The school's Mental Health First Aiders include:

Name of staff	Role in school	Email address/contact details

Local Arrangements – Mental Health:
(School to complete)
Key staff, internal support available, referral pathways/triage, and links to external services such as MHST/Mindworks)

- Who should staff speak to if they are concerned about a pupil's wellbeing?
- What support is available within school?

- When should a mental health concern be treated as a safeguarding issue?

First Aid, Medical and Intimate Care Arrangements

The school has robust systems in place to support children with medical needs and to respond effectively to illness, injury, and personal care requirements. This includes the use of Individual Healthcare Plans (IHCPs) where required, clear procedures for the storage and administration of medication, and appropriately trained staff to deliver care safely, respectfully, and in line with safeguarding expectations.

Where children require support with intimate care, the school ensures that this is provided with dignity, sensitivity, and respect for the child's privacy and independence. Intimate care arrangements are clearly documented, including in IHCPs where appropriate, and are delivered by appropriately trained and vetted staff in line with the school's safeguarding and intimate care policies. Staff are aware of the importance of promoting dignity, gaining consent where possible, and maintaining clear records of care provided.

Trained first aiders are available across the school site to provide immediate support, and all staff are aware of how to respond in an emergency. The school ensures that first aid provision meets statutory requirements, including the availability of staff trained in paediatric first aid where appropriate (particularly in early years and for higher-risk children), ensuring that children receive safe and effective care.

The school maintains an up-to-date record of all trained first aiders, including qualification expiry dates, to ensure continuous compliance and readiness to respond.

The SLT lead for Medical Needs is:
Contact details:

Local Arrangements – First Aid, Medical and Intimate Care
(School to complete)

- Expiry dates of first aid qualifications
- Details of Paediatric First Aid trained staff (where applicable)
- Location of first aid kits and medical rooms
- Arrangements for medication storage and administration
- Details of CPD for specific medical conditions and intimate care training
- Overview of Individual Healthcare Plans (IHCPs) – date of review and how they are circulated to staff
- Emergency procedures and escalation routes

The school's First Aiders include:

Name of staff	Role in school	Course type	Expiry date of qualification

Intimate Care
(School to complete)
Arrangements for intimate care, including staffing, facilities, and record-keeping procedures

- What are the key principles staff must follow when supporting intimate care?

- Where are intimate care plans stored and how are they accessed?
- What should staff do if they have a concern about a child during intimate care?

Staff Training and Professional Development (CPD)

The school is committed to ensuring that all staff receive **high-quality safeguarding, welfare and medical training** so they are confident, knowledgeable and able to respond effectively to the needs of children. Safeguarding training is provided at induction and updated regularly, with **all staff receiving at least annual updates** to maintain awareness of current guidance and emerging risks.

Targeted training is provided for specific roles, including **DSLs, Deputy DSLs, Mental Health Leads, First Aiders and staff supporting children with medical needs**, ensuring they have the skills and competency required to carry out their responsibilities safely.

Ongoing CPD supports staff to recognise signs of abuse, respond to safeguarding concerns, manage medical needs and support children' mental health and wellbeing. Training is responsive to the needs of the school community and may include updates on local safeguarding priorities, mental health awareness, and specific medical conditions.

Local Arrangements – CPD:
(School to complete)

- Overview of **annual safeguarding training programme**
- Induction arrangements for new staff
- Role-specific training (DSL, mental health, medical, first aid)
- Schedule for **refresher training and updates**
- Arrangements for monitoring and recording staff training compliance

DSL/DDSL Qualifications

Name of staff	Role in school	Expiry date of qualification

This document provides a clear, practical overview of each school's local safeguarding, welfare and medical systems, ensuring all staff know how to identify concerns, act promptly and keep children safe.