RYDES HILL

PREPARATORY SCHOOL & NURSERY

Safeguarding Policy

This policy also applies to the EYFS

Tormead Limited includes two schools with one Governing Body:

- Tormead School (Preparatory and Senior School), Cranley Rd, Guildford GU1 2JD (“Tormead”) and
- Rydes Hill Preparatory School and Nursery, Aldershot Rd, Guildford GU2 8BP ("Rydes Hill")

When this policy refers to “The School” it relates to Rydes Hill

Contents:

1.Introduction 3
2.Definition 4
3.Circulation 4
4.Legislation 4
6. Roles and Responsibilities 5
7.Recruitment 8
8. Training - All staff (including the Head, temporary staff and volunteers) 9
9.Teaching Safeguarding & Online Safety 10
12.Specific Safeguarding Issues 16
13.Children Potentially at Greater Risk of Harm 27
14.Listening to Children and Early Help 27
15.Multi-Agency Working & Sharing and Withholding Information 28
16.Procedures 30
17.Whistleblowing 31
18.Reporting Concerns 31
19.Safeguarding concerns and allegations of abuse made about staff, including supply teachers, trainee teachers, volunteers and contractors 35
20.Use of school premises for non-school activities 39
21.Alternative provision 40
APPENDIX 1: Useful Contacts and Child Protection Investigations/reporting 40
APPENDIX 2: Action To Be Taken 42
APPENDIX 3: The Management of Safeguarding 45
APPENDIX 4: Further Information 47

1. Introduction

Rydes Hill School is committed to providing a safe and secure environment for all its pupils and promoting a climate where all pupils feel safe and confident about sharing any concerns which they may have about their own safety or the well-being of others.

The Governing Body facilitates a whole school approach to safeguarding ensuring that safeguarding and child protection are at the forefront and that they underpin all relevant aspects of process and policy development which operate with the best interests of the child at heart. The Governing Body recognises that schools and their staff form part of the wider safeguarding system for children and takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies (in line with statutory guidance outlined in *Working Together to Safeguard Children*) to ensure adequate arrangements exist within our school to identify, assess, and support those children who are suffering harm, including providing a co-ordinated offer of early help when a need is identified and contributing to inter-agency plans where necessary. The Governing Body understands its duty to ensure that there is an effective safeguarding policy in place and that the arrangements stipulated therein must also be implemented fully in practice. It also ensures that our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Surrey Safeguarding Children Partnership, (henceforth referred to as SSCP), which is comprised of three statutory partners: Surrey County Council; Surrey Heartlands Integrated Care System; Surrey Police Force. This includes understanding and reflecting local protocols for assessment and the SSCP's threshold document along with supplying information as requested by the SSCP.

Where there is a safeguarding concern, governing bodies and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and they are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children and an attitude of 'it could happen here' is encouraged amongst all staff. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centered and coordinated. This means that they should consider, at all times, what is in the best interests of the child and take action to enable all children to have the best outcomes. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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:

a) Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
c) Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it
d) Rydes Hill also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

All adults working in this School (including visiting staff, volunteers and students on placement) are expected to read and understand the safeguarding policy, Part 1 and Part 5 of KCSIE (September 2026) and to read and abide by the Staff Code of Conduct. Governors are required to read the entire KCSIE. Upon each revision of KCSIE, it is re-issued and all staff sign to indicate that they have read and understood it.

2. Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. It also covers broader duties such as making reports to the DBS and pre-appointment checks and checks for volunteers, staff of contractors and other non-school or supply staff according to the requirements of KCSIE. Children includes everyone under the age of 18.

It should be understood that greater prominence is now given to mental health in the context of safeguarding and that all those responsible for safeguarding and promoting the welfare of children should make use of the systems and processes in place for identifying possible mental health problems.

3. Circulation

This policy has been adopted by the Governors, is addressed to and applies to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this is away from the school, for example on an educational visit. Wherever the word "staff" is used in this document, it covers ALL persons working within the school including employed staff, governors, supply and self-employed staff, contractors and volunteers, students or those on work experience.

4. Legislation

The School's Safeguarding and Child Protection policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, the Education and Inspections Act 2006, the Education Act 2011, Human Rights Act 1998 and Equality Act 2010 as well as Surrey Guidance.

In producing this policy regard has been paid to:

- Review of sexual abuse in schools and colleges (June 2021)
- Keeping Children Safe in Education (September 2026) (KCSIE)
- Working Together to Safeguard Children (March 2026) (WT)
- The Prevent Duty: Departmental advice for Schools and childminders (June 2015)
- Prevent Duty Guidance: for England and Wales (March 2024) (Prevent)
- Disqualification under the childcare Act (August 2018)
- Information Sharing (July 2018)
- The use of social media for on-line radicalisation (July 2015)
- Mental Health and Behaviour in Schools' (November 2018)
- Counselling in Schools: a blueprint for the future (February 2016)
- Preventing and Tackling Bullying (July 2017)
- Surrey Effective Family Resilience Levels of Need Document (March 2019)
- Education and Training (Welfare of Children) (Act 2021)
- Safeguarding and protecting people for charities and trustees (October 2019)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- Human Rights Act 1998: in particular being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR) (paragraph 85)
- Equality Act 2010: with regards to protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act (paragraph 88)
- Providing Remote Education (March 2022)
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- Keeping children safe in out-of-school settings
- Domestic Abuse Act (2021)
- National Framework statutory guidance
- Working together to improve school attendance statutory guidance (August 2024)

The Policy is also in accordance with locally agreed inter-agency procedures set out by Surrey Children's Safeguarding Partnership (SCSP). Surrey procedures and contact details are contained within their website: http://www.surreyscb.org.uk

5. Roles and Responsibilities

5.1. All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) via online and in person training and updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children Services, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to Children Services and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the Designated Safeguarding Lead (DSL).
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.

- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

5.2. Teachers, including the Head, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

5.3 The Governing Body and the Safeguarding Governor have a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance " Working Together to Safeguard Children".
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that all staff read either Part one and Part 5 of KCSIE.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SMT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SMT and DSL.

- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and The DfE's Check a teacher's record, where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse (including harassment and violence).
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of Looked After Children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the Virtual School Head (VSH) to discuss how the pupil premium funding can best be used to support Looked After Children (LAC).
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep Looked After Children (LAC) safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect, exploitation or modern slavery, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR (including Data (Use and Access) Act 2025) and the local multi-agency safeguarding arrangements.

5.4 The Head has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

5.5 The Designated Safeguarding Lead (DSL) and other safeguarding staff

Staff wishing to report or discuss any matter should contact the DSL. In their absence, any of the Deputy Designated Safeguarding Leads (DDSL) may be approached. In addition, any concern should be recorded via the CPOMS Platform. The roles of the DSL and the DDSL are attached as an Appendix to this safeguarding policy and noted in their job descriptions.

Each DSL and DDSL will undertake training every two years at an interagency approved course run by the Surrey Children's Safeguarding Partnership (SCSP) or suitable equivalent. Each DSL and DDSL will read KCSIE 2026.

If the DSL is away from school the DSL's phone is passed to another member of the DSL team. There is a shared DSL mailbox (rhdsl@rydeshill.org.uk) that all members of the DSL team can access.

The Designated Safeguarding Lead (DSL) *with ultimate lead responsibility* is:
Faye Messinger
fmessinger@rydeshill.org.uk

The Deputy Designated Safeguarding Lead
Emily Cross
ecross@rydeshill.org.uk

Designated Safeguarding Lead - Early Years
Helen Sproston
hsproston@rydeshill.org.uk

5.6 Designated Governor

The designated governor with responsibility for safeguarding and welfare is David Munro (contactable via email at RHclerk@rydeshill.org.uk). However, safeguarding - and its annual review - remains the responsibility of the governing body as a whole.

6. Recruitment

6.1 Rydes Hill is committed to following safe recruitment procedures as set out in KCSIE and all staff recruited to the School will be subject to the appropriate identity, qualification and health checks. All new employees are made aware that searches (via an online search engine) are being completed at the shortlisted stage. Please see the Recruitment, Selection and Disclosure Policy for further details.

6.2 A single central register is maintained by the Human Resources Officer to record all checks completed on staff, volunteers and governors.

6.3 Visitors to the school are required to sign in and out at reception, where they will be given an identity badge and signposted to safeguarding information. Appropriate controlled conditions are put in place for the supervision of visitors, with all external speakers supervised by a member of staff throughout their visit. Balance is sought in the recruitment of external speakers to ensure their suitability, whether invited by staff or pupils, and all speakers are vetted via an internet search before arrival.

7. Training - All staff (including the Head, temporary staff and volunteers)

7.1 All Staff

All staff receive Safeguarding and Child Protection training at induction in line with advice from Surrey Safeguarding Children's Partnership. This training session includes the signs of abuse, neglect, exploitation and modern slavery, online Safety, the Prevent Duty, Child-on-Child Abuse (including harassment and violence), and the procedures for reporting concerns. All staff, including Governors and volunteers are aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction.

In addition to the above, all staff, volunteers and students working with our Early Years children receive safeguarding training that meets the requirements of Annex C: Criteria for Effective Safeguarding Training within the Early Years Foundation Stage (EYFS) Statutory Framework. Training is appropriate to staff roles, refreshed regularly, and enables staff to recognise, respond to, record and report safeguarding concerns. The Designated Safeguarding Lead (DSL) receives additional training in line with Annex C requirements.

This includes:

- The Safeguarding Policy
- The Code of Conduct, managing allegations against staff and whistleblowing policies
- The Behaviour Policy
- Safeguarding response to children missing education
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- Online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

All staff as part of their induction are expected to read Part 1 and Part 5 of KCSIE, the school's Safeguarding Policy, Staff Code of Conduct and sign that they have read and understood these documents. Existing staff are updated appropriately.

All staff are required to keep their safeguarding knowledge up to date and are provided safeguarding updates as required (and at least annually) via INSET training, staff newsletters, staff briefings or Educare courses.

7.2 Governors

Governors receive safeguarding and child protection (including online) training at induction. Governors are expected to read: Rydes Hill's Safeguarding Policy (which includes information about the identity and role of the DSLs, along with their contact details); KCSIE; the Staff Code of Conduct; the Behaviour Policy; and the Whistleblowing Policy. They must sign to confirm that they have read and understood these documents and will abide by their guidance. Governors receive regular training updates provided by the DSL, to maintain their understanding of the signs and indicators of abuse. This training should equip governors with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole-school approach to safeguarding.

7.3 Sixth formers from Tormead

Sixth formers employed as late stay supervisors, coach stewards or sports coaches are required to attend a safeguarding training session as well as read: Rydes Hill's Safeguarding Policy (which includes information about the identity and role of the DSLs, along with their contact details); Part One and Part 5; the Staff Code of Conduct; the Behaviour Policy; and the Whistleblowing Policy. They must sign to confirm that they have read and understood these documents and will abide by their guidance.

7.4 Lead DSL & Deputy DSLs

The Lead DSL and Deputy DSLs will undergo the relevant Local Authority training in child protection and inter-agency training every two years as well as undertake training in the Prevent strategy, according to SSCP recommendation and provision. They will supplement this training with informal updates in the form of, for example, area network meetings and e-bulletins. At times, the DSL may designate certain responsibilities to Deputy DSLs with responsibility for particular areas in school.

Ongoing training and child protection updates, including Prevent and online safety, are delivered at least termly via whole school staff meetings, in excess of SSCP advice, and electronic copies of the content delivered in these sessions are disseminated to all staff. Staff are updated each time KCSIE is updated. Furthermore, all staff are required to undergo safeguarding refresher training every three years following induction. Training is organised by the Lead DSL or the Deputy DSL, as appropriate, and accurate training records kept.

The Lead DSL and Deputy DSLs will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupils, including those with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. This could include:

i. ensuring that the school, and staff, know who these pupils are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;

ii. supporting teaching staff to identify the challenges that pupils in this group might face and the additional academic support and adjustments that they could make to best support them.

8. Teaching Safeguarding & Online Safety

The school will adhere to the policies related to online safety at all times.

8.1 As part of a broad and balanced curriculum, pupils are taught about safeguarding including on-line safety through both curriculum and pastoral sessions, including PSHE/RSHE. In IT lessons, they are taught to use digital equipment safely and use the internet responsibly, and they are asked to sign the appropriate (Prep or Senior) Pupils' E-Safety and Acceptable Use of IT Policy. This policy amongst other things sets out expectations regarding the use of mobile technology. We aim to help pupils to adjust their behaviour to reduce risks and build resilience via our pastoral programme, as well as PSHE/RSHE throughout the school. Pupils understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. They are encouraged to talk about any concerns they might have, whether for themselves or others, with the class teachers: indeed, anyone on the staff/ volunteer body with whom they feel comfortable. Members of staff who have any queries about safeguarding with regard to curriculum content (for example, in drama or English texts) should discuss their concerns with a DSL.

8.2 As schools and colleges increasingly work online, it is essential that the pupils are safeguarded from potentially harmful and inappropriate online material. This is done via our Smoothwall filtering system. Weekly reports of flagged search terms are used to monitor internet usage and followed up by the E-Safety Coordinator. The E-Safety Coordinator regularly reviews the effectiveness of filtering and monitoring systems at least once a year and includes this review in termly reports to the Governing Body. However, the School recognises that overzealous blocking might lead to unreasonable restrictions upon learning and seeks to strike an appropriate balance, with pupils encouraged to take an appropriate level of responsibility for their own safety. Additional information is available in KCSIE Annex D on how to support keeping children safe online, including when they are online at home. Parental newsletters to parents reinforce the importance of children being safe online and advise parents on appropriate online use, as well as its use in school.

8.4 The School ensures compliance with the DfE's 'filtering and monitoring standards for schools' by;

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing the filtering and monitoring provision at least annually.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet our safeguarding needs.

8.5 Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

8.6 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

i. **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, extreme sexual or physical violence, disinformation (including fake news) and conspiracy theories.
ii. **Contact**: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
iii. **Conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images e.g. consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying, and
iv. **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If it is felt that pupils, students or staff are at risk, this can be reported to the Anti-Phishing Working Group (https://apwg.org/).

8.7 The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will asked to access and who from the School their child is going to be interacting with online.

8.8 Opportunities to teach safeguarding.

This includes covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils). Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. Rydes Hill has taught the full RSHE statutory requirements to all pupils from September 2020. The statutory guidance can be found via the link below: Relationships Education, Relationships and Sex Education (RSE) and Health Education

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships, sex and health

The following resources may help schools and colleges:

- DfE advice for schools: Teaching Online Safety in Schools
- UK Council for Internet Safety (UKCCIS)guidance: Education for a Connected World
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Every Mind Matters
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support

Understanding and Identifying abuse, neglect, exploitation and modern slavery. Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children can be at risk of abuse or exploitation in situations outside their families. Extra familiar harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation, serious youth violence, county lines and radicalisation.

Abuse, neglect, exploitation, modern slavery and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. The following definitions are taken from Working Together to Safeguard Children (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to Surrey's Continuum of Need Matrix.

- **Physical abuse:** a form of abuse which 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. Bruising on a non-mobile baby is unusual and may be an indicator of possible physical abuse. As part of our safeguarding responsibilities, any bruise, mark or unexplained injury observed on a non-mobile baby (a baby who is not yet

independently crawling, cruising or walking) will be treated as a safeguarding concern and will be reported to C-SPA immediately.

- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment; or provide suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the pupil and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned and should be particularly vigilant for indicators of concern for abuse:

i. Significant changes in a pupil's behaviour - they may become aggressive, challenging, disruptive, withdrawn or clingy.
ii. Lack of concentration or deterioration in academic performance.
iii. Appearing to be tired or hungry.
iv. Unexplained bruising, marks or signs of possible physical abuse.
v. Unwillingness to change clothes in front of others or participate in physical activities.
vi. Shying away from touch or flinching at sudden movements.
vii. Signs of neglect (unkempt, consistently poor hygiene, hungry, ill-fitting clothes, dirty appearance etc).
viii. Comments which give cause for concern: e.g. being left home alone with inappropriate carers or strangers, unexplained concern for younger siblings, talking about running away.
ix. Reluctance to go home after school or strong efforts to avoid specific family members or friends.
x. Poor attendance or punctuality, consistent lateness in adults picking up or regularly missing school.
xi. Parents collecting children when drunk or under the influence of drugs.
xii. Parents who are dismissive or unresponsive to concerns.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

9. Child-on-Child Abuse (including harassment and violence)

In most instances, the conduct of pupils towards each other will be covered by our Behaviour and Anti-Bullying Policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. All staff at Rydes Hill recognise that children are capable of abusing other children and their peers, that it can happen both inside and outside of school as well as online, and are clear about Rydes Hill's policy and procedures with regard to child-on-child abuse (including harassment and violence). Even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse (including harassment and violence) they should speak to a DSL.

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse (including harassment and violence). This is most likely to include, but may not be limited to:

i. Bullying (including cyberbullying, prejudice-based harm, including racism, faith-based prejudice, and other forms of discriminatory bullying) Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate;

ii. Abuse in intimate personal relationships between peers;
iii. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
iv. Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
v. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
vi. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
vii. Consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes;
viii. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
ix. Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the school's policy and procedures with regards to child-on-child abuse (including harassment and violence) and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Rydes Hill staff recognise the gendered nature of child-on-child abuse (including harassment and violence) (i.e. that it is more likely that girls will be victims and boys perpetrators), but nevertheless is clear that all child-on-child abuse (including harassment and violence) is unacceptable and will be taken seriously. Abuse is abuse and it will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Where allegations of abuse or assault have been made against one or more Rydes Hill pupils, a thorough risk assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator are treated as 'at risk' and receive appropriate support. This may take the form of follow up meetings with pastoral staff, referral to the school or external counselling provision, and/ or suggestions for early help strategies.

Allegations of child-on-child abuse (including harassment and violence) will be investigated, recorded and dealt with in line with procedures set out in Rydes Hill's Anti-Bullying Policy. Please also refer to this policy for details of how victims, perpetrators and any other child affected will be supported. All allegations will be recorded in the School's Bullying Log.

If there is reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm, a DSL should be contacted; she/he will involve the SSCP and/or the Police as necessary, where it is clear that a crime has been committed or there is a risk of crime being committed. If pupils from other schools are involved, the other schools will be informed. The School will work with external agencies in order to respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts upon the safety and welfare of other pupils then safeguards will be put in place to promote the wellbeing of the pupils affected and the victim and perpetrator will be provided with support, as outlined in the School's Anti-Bullying Policy.

Rydes Hill School has a number of procedures in place to promote positive behaviour and relationships and minimise the risk of child-on-child abuse (including harassment and violence). These include but are not restricted to:

i. Our ethos and values which prioritise respect and dignity;
ii. High expectations of behaviour as set out in the Pupils' Code of Conduct and the Pupils' E-Safety and Acceptable Use of IT Policies;
iii. Peer support schemes;
iv. Encouragement of open relationships with staff, especially those in pastoral and welfare roles;
v. Developmentally appropriate curriculum content delivered via IT and PSHE lessons.
vi. Provide preventative education by creating a culture of zero tolerance for sexism, misogyny/ Misandry, homophobia, biphobia and sexual violence and sexual harassment.
vii. We promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

10. Specific Safeguarding Issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and or/persistent absences from education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. (Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos). Please see Appendix 4 of this policy for further information relating to specific safeguarding issues. Annex B of KCSIE holds further important information.

10.1 Special educational needs and difficulties (SEND)

Staff are aware that children with special educational needs and disabilities (SEND) can face additional challenges and may be particularly vulnerable to bullying and abuse. They are alive to the possibilities that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse
- the need for intimate care or that these children are isolated from others
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

In the event of a clinical incident taking place in a school or college, the responsible healthcare professional, in conjunction with the DSL should consider whether any safeguarding duty has been triggered and whether any further action is required based on the nature of the incident.

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

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

Risks can be compounded where children who are lesbian, gay, bisexual, or gender questioning lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where young people can speak out or share their concerns with members of staff.

The school will take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. The school remains aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying

The school will not initiate any action regarding social transition; this guidance applies where a child or their parent has made a request. Members of staff should not adopt any changes relating to social transition unless a decision has been made by a school or college in consultation with parents or carers.

10.3 Youth-produced sexual imagery / Sexting

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

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery s/he should follow the child protection procedures and refer to a DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. It should then be handed to the DSL. Staff should not view, copy or print the youth-produced sexual imagery. If the situation does not require police involvement, the DSL will return the device but ask the pupil/ parent to delete the image(s).

The DSL will investigate by speaking to the pupil involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving them would put the pupil at risk of harm. At any point in the process if there is concern that a young person has been harmed or is at risk of harm, or if an adult is involved, a referral should be made to the Surrey Children's Single Point of Access (SPA) or the police as appropriate.

The DSL may use their professional judgement to assess the risk to the pupil involved and may decide to respond to the incident without escalation to the C-SPA or the police. If any of these circumstances outlined below are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the School.

i. The child is under 13;
ii. There is a significant age difference between the sender/receiver;
iii. There is any coercion or encouragement beyond the sender/receiver;
iv. The imagery was shared and received with the knowledge of the child in the imagery;
v. The child is more vulnerable than usual i.e. at risk;
vi. There is a significant impact on the children involved;
vii. The image is of a severe or extreme nature;
viii. Whether the situation is isolated or the image has been more widely distributed;
ix. There are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
x. The pupil has been involved in incidents relating to youth-produced imagery before;

10.4 Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance..

Child Sexual Exploitation and Child Criminal Exploitation do not always involve physical contact; it can also occur through the use of technology. There are clear links between both online safety and regular absence or truanting and the risks of CSE and/or CCE. The indicators and definitions of CSE and CCE are included in KCSIE Annex B.

10.5 Child Criminal Exploitation (CCE):

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation (including financial exploitation), often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals,

(particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation (including financial exploitation), too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

10.6 Child Sexual Exploitation (CSE):

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Any concerns that a pupil is being or is at risk of being sexually exploited should be reported according to normal child protection procedures to a DSL, who will then use the SSCP's CSE Screening Tool on all occasions when there is a concern that a pupil is being or is at risk of being sexually exploited. In all cases if the tool identifies any level of concern (green, amber or red) the DSL will refer to the C-SPA. If a child is in immediate danger the police should be called on 999.

10.7 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

10.8 Female genital mutilation (FGM)

Female genital mutilation is a form of child abuse and violence against women which is illegal in England and Wales. Whilst all staff should speak to a DSL with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.** If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a pupil under the age of 18, the teacher **must** report this to the police. **See Appendix 4 or KCSIE Annex B** for further details. The duty to make a report applies to the individual who becomes aware of the case: it should not be transferred to the DSL; however, a DSL should be informed and discuss the case with children's social care as appropriate.

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

School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported according to normal child protection procedures. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a pupil.

10.9 Domestic Abuse

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking). Experiencing domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse and /or suffer it in an intimate personal relationship are at risk of significant harm.

Rydes Hill School is a member of the SSCP's Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey settings. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the setting before the child

or children arrive at the setting the following day. This ensures that the setting has up-to-date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

10.10 Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. Children with SEND are likely to be more vulnerable. All staff are clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable and it will not be tolerated.

i. Sexual violence refers to rape, assault by penetration or sexual assault.
ii. Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note - this list is not exhaustive).

Harmful sexual behaviours (HSB) can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

There is a zero-tolerance approach to sexual harassment and sexual violence at Rydes Hill; that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

All staff are aware of the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening; it may be the case that it is just not being reported. Staff must recognise the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence

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, adult students and school staff are supported and protected as appropriate. Rydes Hill staff are trained in taking and responding to a disclosure of child sexual violence and harassment. Further information can be found in Appendix 4 of this policy.

10.11 Physical Abuse

While a clear focus of child-on-child abuse (including harassment and violence) is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police.

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

10.12 Anti-bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender-related bullying. The Deputy Head (Pastoral) maintains a record of known bullying incidents within the Senior School; the Deputy Head of the Prep School maintains the record of incidents within the Junior School.

Staff should inform the Head of Year and act with reference to the Anti-Bullying Policy to address the situation should they become aware that a pupil has either sent or received inappropriate messages or been involved in inappropriate 'banter'. As outlined in the Anti-Bullying Policy, our emphasis in addressing conflict between pupils is on mediation and a 'no-blame' approach, with support given to both parties; however, it may be that sanctions are deemed necessary.

10.13 Gangs and serious youth violence

A gang is defined as a group of young people, especially young men, who spend time together, often fighting with other groups and behaving badly. Youth violence refers to harmful behaviours that can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence. Youth violence includes various behaviours including some violent acts such as bullying, slapping, or hitting. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death.

Some indicators that a young person may be at risk from or involvement with serious violent crime may include:

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

The range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

10.14 Radicalisation, Extremism and Terrorism

Rydes Hill School recognises its obligations under The Prevent Duty for England and Wales to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.'. We seek to protect our pupils against the messages of all violent extremism including, but not restricted to, those linked to: Islamist ideology; far right / neo-Nazi / white supremacist ideology; Irish nationalist and loyalist paramilitary groups; and extremist animal rights movements.

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline. Rydes Hill is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for settings and childcare providers on preventing children and young people from being drawn into terrorism.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are detailed in KCSIE Annex B. When any member of staff is concerned that a pupil may be at risk of radicalisation or involvement in terrorism, they should follow normal safeguarding procedures and speak with a DSL in the first instance. The DSL team will decide on the appropriate course of action, which may include a referral to Children's Services, or following the Prevent referral process (in Surrey, this would be by emailing the Prevent Referral form to preventreferrals@surrey.police.uk. If, however, the pupil is in danger or at risk of harm, then the police should be contacted immediately by dialing 999. The Prevent Team in Surrey can be contacted for advice on prevent@surrey.police.uk. The DfE has also set up dedicated helplines for staff and governors for advice regarding extremism (020 7340 7264.

10.15 Children Absent from Education

The school will maintain vigilance over attendance and absence; staff are aware that a child missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

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

The Lead DSL and Deputy Head (Pastoral) will monitor unauthorised, unexplained or prolonged absences and take appropriate action. Rydes Hill School works cooperatively with the local authority in making returns for the admissions and departures of all pupils below compulsory school age at both standard and non-standard transitions.

Upon joining the school, parents provide details of two emergency contact numbers for each pupil, at least one of which will be a parent with whom the young person normally lives with. Where reasonably possible, parents may provide more than two emergency contact numbers and this is good practice when a child is identified as a welfare or safeguarding concern.

Please refer to the School Attendance and Pupil Absence Policy for further details.

10.16 Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect. Should Rydes Hill enroll a looked after child, the DSL will ensure that we have the information necessary in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

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

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

10.17 Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. All staff, temporary staff and volunteers are aware that mental health problems can, in some cases develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. .

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education 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. Education staff can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one.
- ensuring early targeted support is provided, and
- liaison with/referral to specialist services where needed.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or modern slavery. Our governing body and proprietors ensure school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or take them to A&E immediately. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

The Department has published advice and guidance on Preventing and tackling bullying, mental health and behaviour in schools. The Mental Health and Behavior in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the Mental Health and Behaviour in Schools Guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans. The Department has also published, Every interaction matters, a pre-recorded webinar which provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside our Wellbeing for education recovery program content, which covers issues such as bereavement, loss, anxiety, stress and trauma.

10.18 Safeguarding Incidents and/or Behaviours.
Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside Rydes Hill. All staff, but especially the designated safeguarding lead (or deputy) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges 19 provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

10.19 Consideration of child abduction
If the School believes there is a risk of child abduction the following processes are in place:

- Consider notifying statutory agencies.
- Adverse Childhood Experiences identified, recorded on CPOMS and monitored.
- Court order, if there is one, loaded on CPOMS and relevant information on ISAMS and staff made aware – sensitively and appropriately, through briefing if abduction is a risk.
- Safety Plan agreed and communicated.
- Safeguarding Governor is notified and Pastoral staff aware of situation.

10.20 Community Safety incidents
To manage potential or actual community safety incidents the school has the following processes in place:

- PSHE lessons on personal safety and awareness.
- Communicate any safety alerts to students and parents via In Touch communication.

- Follow the School's CRIMP procedure if there is an alert from the police.

10.21 Children in the Court System
The school has the following measures in place to support those pupils at the school who are in the court system:

- Information recorded on CPOMS immediately once the school becomes aware.
- Child offered a range of Pastoral Support as appropriate e.g. HOY, Pastoral leads, Wellbeing, Counsellor.
- Communicate with CAFCASS when and if necessary.
- Actively build positive relationships with parents.

10.22 Children with Family Members in Prison
The school has the following measures in place to support those pupils at the school who have family members in prison:

- Information recorded on CPOMS immediately once the school becomes aware.
- Child offered a range of Pastoral Support as appropriate.
- DSL/HOY to liaise with partner agencies, sharing information as appropriate e.g. Children's Services.
- Actively build positive relationships with the family affected and ensure, if appropriate, the family member in prison (if a Parent or guardian) has access to school reports and is kept fully informed about their child
- Communicate with the Prison 'Family Contact Officer'
- Authorise visits to the Prison on school days.
- Monitor the risks to the child such as (but not limited to) bullying /academic underachievement.

10.23 Modern Slavery and the National Referral Mechanism (NRM)
Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses:

- human trafficking.
- slavery, servitude, and forced or compulsory labour.

An individual could have been a victim of human trafficking and/or slavery, servitude and forced or compulsory labour.

Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation.

If you think that modern slavery has taken place, the case should be referred to the DSL who will then safeguard the child and refer to a First Responder Agency – in school this is most likely to be the police or NSPCC who will then refer to the NRM so that the relevant competent authority can fully consider the case. You do not need to be certain that someone is a victim.

If the potential victim is under 18, or may be under 18, an NRM referral must be made. Child victims do not have to consent to be referred into the NRM.

11. Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans)
Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma

can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

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

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

12. Listening to Children and Early Help

Early help means support for all children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. All staff should be prepared to identify pupils who display emerging problems and may benefit from early help. In the first instance, staff should discuss early help requirements with the Head of Year; however, they should refer directly to a DSL in the event of a safeguarding concern. Staff may be required to support other agencies and professionals in an early help assessment.

The School encourages a culture of openness between pupil and staff. Class teachers build strong relationships with their class via daily contact . We encourage a culture of listening to children.

Early help within School may take a number of different forms; in addition to the listening support services detailed above, we offer, for different year groups, yoga classes and mindfulness. Discussion will take place between the staff member concerned and the DSL to determine which course of action would be most appropriate and parents will be involved where possible.

Early help and targeted Early Help which involves external agencies may involve sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Advice can also be sought directly via an Early Help Co-Ordination Hub; the appropriate hub to contact is decided by the address at which the pupil in question lives. The contact numbers are:

i. South West Hub (Guildford and Waverley) – 01483 519722
ii. South East Hub (Tandridge, Reigate & Banstead, Mole Valley) – 01737 733944
iii. North East Hub (Spelthorne, Elmbridge, Epsom & Ewell) – 01372 833133
iv. North West Hub (Runnymede, Woking, Surrey Heath) – 01932 795522

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

i. Is disabled and has specific additional needs;
ii. Has special educational needs (whether or not they have a statutory education, health and care plan);

iii. Is a young carer;
iv. Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
v. Have family members in custody, or are affected by parental offending
vi. Is frequently missing/goes missing from education, care or from home;
vii. Is misusing drugs or alcohol themselves;
viii. Is at risk of modern slavery, trafficking or sexual and/or criminal exploitation;
ix. Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
x. Is at risk of being radicalised or exploited;
xi. is a privately fostered child;
xii. is at risk of so called 'honour-based abuse' such as Female Genital Mutilation (FGM) or forced marriage;
xiii. has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit

13. Multi-Agency Working & Sharing and Withholding Information

Rydes Hill will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to multi-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. Multi-agency working and information sharing are vital in identifying and tackling all forms of abuse and clearly especially important to identify and prevent child sexual exploitation.

As part of meeting a child's needs, it is important to recognise the importance of information sharing between professionals and local agencies, which is an intrinsic part of any practitioner's role. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. Whilst the Data Protection Act 2018 and the General Data Protection Regulation place duties on organisations and individuals to process personal information fairly and lawfully, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.

Decisions about how much information to share, with whom and when can have a profound impact on people's lives. Staff should weigh up what might happen if the information is shared against the consequences of not sharing the information. Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. In the event of any queries regarding the sharing of information, staff should speak to a DSL.

Relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

i. Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

ii. Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

iii. For schools not to provide pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, school must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR.

Further details on information sharing can be found:

i. In Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing.

ii. https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advicehttps://www.gov.uk/government/publications/data-protection-toolkit-for-schoolsat Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, the seven golden rules for sharing information will be especially useful • the Information Commissioner's Office (ICO) guide to sharing information to safeguard children and young people in the education sector in the UK which is intended to help practitioners to feel confident to share personal information for safeguarding purposes, and • in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

14. Procedures

14. All Staff

Child protection is the responsibility of every member of the Rydes Hill staff. We all have a responsibility to protect our pupils from any form of abuse or significant harm and to provide a safe environment in which our pupils can learn. We therefore also have a responsibility to identify pupils who may be in need of early help or who are suffering, or are likely to suffer, significant harm and then to take appropriate action accordingly, working with other agencies as necessary. We must therefore all be alert to the possible signs of abuse and, if we have any concerns, report these according to the procedures below as soon as possible and certainly within 24 hours.

14.2 Staff conduct

Staff should be aware of, and abide by, the protocols set out in the Staff Code of Conduct and Staff E-safety and Acceptable Use of IT Policy. They should be aware of the signs of abuse or neglect so that they are able to identify cases of pupils who may be in need of help or protection. They are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the pupil when concerned about their welfare. Knowing what to look for is vital to the early identification of abuse and neglect.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

Staff are advised to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm. For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Most teaching rooms have clear and unobstructed glass panels in the doors; where this is not the case, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the pupil's parents or carers and the Head. Similarly, visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head. Contact with pupils on social media should be avoided.

Any unplanned contact of this nature or suspected infatuations or "crushes" must be reported to the Head. Staff should only use school communication systems with pupils or parents/carers, and only communicate with them regarding appropriate school business. Staff should not disclose their personal telephone numbers and home email addresses to pupils or parents. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Pupils in EYFS must only be photographed with the school's owned Ipads and cameras. When teaching EYFS in their setting, staff must leave their mobile devices outside the setting (wherever that may be). Any staff who have mobile phones in the ground floor building of the EYFS setting, must store their phone in the locked room of that building. Parents are not permitted to take photographs at any events involving pupils in Reception. External companies may occasionally be used to take photographs/ video footage of pupils in EYFS; in these cases, the company in question should provide documentation making clear the date on which these images will be permanently deleted from their files.

15. Whistleblowing

Rydes Hill is committed to establishing a culture of safety and raising concerns, where staff feel valued and practice reflectively. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to report concerns, including those relating to poor or unsafe practice and/or potential failures in the school's safeguarding regime. Staff should know that such concerns will be taken seriously by the Executive Group and that there exists provision for mediation and dispute resolution where necessary. If staff have any concerns regarding safeguarding, then they should take action in accordance with the School's Whistleblowing Policy which outlines the stages of the process. Our aim is to create a culture of transparency and accountability in relation to how concerns are received and handled.

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

i. General guidance can be found at Advice on Whistleblowing.
ii. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 from 8:00am to 8:00pm, Monday to Friday and email: help@nspcc.org.uk

16. Reporting Concerns

16.1 EYFS: Pre-Existing Injuries

If a child arrives at nursery with an injury which has occurred outside of the setting, parents will be asked to complete a pre-existing injury form. The pre-existing injury form requests information on the date, time and location of the injury in addition to information on the circumstances of the injury and any treatment given. Pre-existing injury forms will be uploaded to CPOMs and reviewed by the DSL team where necessary. Where appropriate, a photograph of the injury may be taken.

The completion of a pre-existing injury form is a factual record and does not replace safeguarding procedures. Any injury that gives rise to concern, is inconsistent with the explanation provided, forms part of a pattern of injuries or may indicate abuse or neglect must be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures.

16.2 All staff

If staff have any concerns about a child's welfare, they should act on them immediately, following Rydes Hill's Safeguarding Policy and speaking to a DSL. It is important that children receive the right help at the right time to address risks and prevent issues escalating; therefore it is important to act on and refer the early signs of abuse, neglect or radicalisation, keep clear records, listen to views of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

Any member of staff has the right to refer a case, should they feel they need to. They should contact the C-SPA, which is the single point of contact for reporting concerns about the safety of a child or young person, contactable via telephone: 0300 470 9100 or email: cspa@surrey.gov.uk.

Outside the hours of 9.00am-5.00pm Monday to Friday then calls should be made to the Emergency Duty Team (01483 517898) or the NSPCC (0808 8005000). The police can be contacted on 101 for non-urgent situations and 999 in an emergency. See Appendix 1 for full list of contact details. The C-SPA can also be contacted for informal advice on borderline cases. However, staff are encouraged where possible to follow the reporting procedures outlined below.

If the issue relates to, or arises, on a school-related activity out of normal school hours then the expectation is that a supervising member of staff would take appropriate action, in consultation with the duty officer as necessary.

16.3 Initial disclosure

When taking disclosures from pupils, staff:

i. Must not ask leading questions and must limit questioning to the minimum necessary to seek clarification only.
ii. Must not investigate the allegation themselves; this could prove detrimental to a later investigation.
iii. Must not take a decision as to whether or not abuse has in fact taken place.
iv. Must not give a guarantee of confidentiality as this may not be in the best interests of the pupil. Explain to the pupil involved that the information will need to be passed to a DSL who will ensure that the correct action is taken. Reassure them that the information will only be passed to the minimum number of people who must be told and have a clear need to know.

v. Must keep a record of the conversation via CPOMS and sharing with the DSL using the alert function. The record should include the date of the conversation and the essence of what was said and done by whom and in whose presence. The record should use the pupil's own words where possible.
vi. Any other evidence should be safeguarded and preserved.
vii. Should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

16.4 If staff have a concern about a pupil:

If staff members have any concerns about a pupil, they should act on them immediately by following Rydes Hill's Safeguarding Policy. Where possible, there should be a conversation with a DSL to agree to a course of action, although any staff member can make a referral to children's social care. Options will then include:

i. Managing any support for the child internally via Rydes Hill's pastoral support processes
ii. An early help assessment
iii. Referral to specialist services in accordance with the referral threshold set by the Local Safeguarding Children Partnership. A copy of the Continuum of Support Matrix document can be accessed on the school secure drive.

Staff should not assume that another colleague will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

If anyone other than a DSL makes the referral, they should inform a DSL as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If, after a referral, the pupil's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the pupil's situation improves.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Where a pupil and family would benefit from early help, involving co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment to identify what help the family require to avoid reaching the point of intervention under the Children Act 1989. This may involve use of the Common Assessment Framework and Team Around

The Child approaches. The early help assessment should be undertaken by the lead professional working with the family. In some instances, this may be the school.

See Appendix 3 for a flowchart setting out the process for staff when they have concerns about a pupil.

16.5 If pupil is in danger or at risk of harm

If a pupil is in immediate danger or at risk of harm, a referral should be made to the Surrey C-SPA and/or the police immediately. Anyone can make a referral. Where referrals are not made by a DSL, a DSL should be informed as soon as possible that a referral has been made. If the pupil's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the pupil at some point.

16.6 Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing using CPOMS. Information will be kept confidential and stored securely. Records should include:

i. A clear and comprehensive summary of the concern;
ii. Details of how the concern was followed up and resolved;
iii. A note of any action taken, decisions reached and the outcome.

18.8.2 If in doubt about recording requirements, staff should discuss with a DSL.

16.7 Action by the DSL

The DSL will take a decision whether to refer to children's social care, though it is important to note that any staff member can refer. The DSL will consider Surrey's Continuum of Support Matrix to inform decision-making and liaison with external agencies.

The DSL will also take into account:

- The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the C-SPA or the police without further investigation within the School.
- The wishes of the pupil who has disclosed, provided that the pupil is of sufficient understanding and maturity and properly informed. This may depend upon whether or not the pupil is herself the victim or has disclosed concerns about another pupil but action will always be taken with the best interests of the pupil in mind.
- The wishes of the pupil's parents, provided they are properly informed, are not part of the issue, and have no interest which is in conflict with the pupil's best interests (NB: There is no requirement for this; if the grounds for suspecting significant harm are strong enough a referral should be made without parental consultation)
- The risk to the pupil concerned.
- The interests of the school community as a whole including its employees.
- The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:
    a. The child requires immediate protection and urgent action is required; whether the child is in need, and should be assessed under section 17;
    b. There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
    c. Any services are required by the child and family and what type of services; and
    d. Further specialist assessments are required in order to help the local authority to decide what further action to take.

- There is a difference between safeguarding pupils who have suffered or are likely to suffer significant harm and those who are in need of additional support in the form of early help from one or more agencies. If there is room for doubt as to whether a referral should be made, the DSL may consult with professionals via the C-SPA without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the C-SPA will be made immediately.
- It is important to note that although decisions to support a pupil in need would normally be taken in consultation with parents and pupils, there is no need for their consent where there are reasonable grounds to believe that a pupil is at risk of significant harm.

16.8 Complaints/ allegations made against pupils

If an allegation involves a pupil this must be reported to a DSL as soon as possible and certainly within 24 hours. The School recognises the importance of striking a balance between the need to protect pupils from abuse and the need to protect other pupils from false or unfounded allegations and in these situations all pupils involved will be treated as 'at risk'; a pupil who is the subject of an allegation may therefore be asked to take leave of absence or may be suspended pending the outcome of investigation. In a case where one pupil is deemed to be at risk from another, the pupils may be required to remain separate from one another to safeguard the interests of both parties. The DSL will decide on the best course of action in dealing with the case, seeking the advice of the SSCP (and potentially other local agencies) as she/he deems necessary, particularly if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. She/he will then take any necessary steps to protect and support all the children involved, taking their wishes fully into account.

17. Safeguarding concerns and allegations of abuse made about staff, including supply teachers, trainee teachers, volunteers and contractors

Staff members must immediately report a concern if teacher, trainee teacher or member of staff (including temporary/supply staff and volunteers, the Head and the DSLs), has:

i. Behaved in a way that has harmed a child, or may have harmed a child and/or
ii. Possibly committed a criminal offence against or related to a child; and/or
iii. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
iv. 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.
v. Whilst some behaviours may not constitute a criminal offence, and some may not reach the threshold of significant harm, consideration will need to be given as to whether they may indicate unsuitability to work with children. These include concerns relating to inappropriate relationships between members of staff and children or young people, for example:
    - Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual;
    - 'Grooming' i.e. meeting a child under 16 with intent to commit a relevant offence;
    - Other 'grooming' behaviour giving rise to concerns of a broader child protection nature e.g. inappropriate text/ e-mail messages or images, gifts, socialising etc;

A concern should be reported **immediately** to the Head or, in their absence, to the Chair of Governors, (contactable via email at RHclerk@rydeshill.org.uk. If the concern involves the Head, it should be reported **immediately** to the Chair of Governors (contact as above).

The governing body ensures there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four KCSIE 2026.

When informed of a concern or allegation, the Head/Chair of Governors will not investigate the matter or interview the member of staff, child concerned or potential witnesses without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. Instead, he/she will:

i. Obtain written details of the concern/allegation, signed and dated by the person receiving (not the child/adult making the allegation);
ii. Countersign and date the written details;
iii. Record any information about times, dates and location of incident(s) and names of any potential witnesses;
iv. Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decision.

Within one working day, and as part of their mandatory duty, contact will be made with the local authority designated officer (LADO: 0300 123 1650) to discuss any allegation, to consider the nature, content and context of the allegation and to agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the pupil/ pupils agreed. GDPR will not stand in the way of safeguarding children. If an allegation requires immediate attention, but is received outside normal office hours, the Head/ Chair of Governors should consult the Children's Services Emergency Duty Team or the local police and inform the LADO as soon as possible. In borderline cases, discussions with the LADO may be held informally and without naming the school or individual.

Where an allegation is against the Head, they must not be informed of the allegation prior to contact with the Chair of Governors and the LADO.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police. The School recognises the importance of acting both quickly and fairly, and of striking a balance between the need to protect pupils from abuse and the need to protect staff and volunteers from false or unfounded allegations. A School employee who is the subject of an allegation may be asked to take leave of absence or may be suspended pending the outcome of an investigation; however, careful consideration will be given to the possibility of implementing alternative arrangements until the case is resolved and due weight will be given to the views of the LADO, KCSIE and WT when making a decision about suspension. All options to avoid suspension will be considered prior to taking this step.

Individuals who are subjects of allegations will be supported fully to manage the stress inherent within the allegation process. They will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the police. The individual would be advised to contact their trade union representative, if they have one, or a colleague for support.

If suspended, the member of staff would be provided with a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support might be appropriate. Particular care would be taken when employees are suspended to

ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends would not be prevented unless there were evidence to suggest that such contact would be likely to be prejudicial to the gathering and presentation of evidence.

If an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated or considered up to the point where the accused person is charged with an offence or the DfE/ Teaching Regulation Agency (TRA) publish information about an investigation or decision in a disciplinary case arising from the allegation. Apart from keeping the child, parents and accused person up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.

Rydes Hill will report promptly to the DBS anyone (whether employed, contracted, a volunteer or a student) whose services are no longer used for regulated activity who has met the criteria for DBS referral: that is, they have caused harm, or posed a risk of harm, to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports will include as much evidence about the circumstances of the case as possible. The School is aware that failure to make a report when required constitutes an offence. 'Compromise agreements' will not be used to prevent a referral being made to the DBS when it is legally required, nor will an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Rydes Hill will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA will be sought from the TRA website and *Teacher misconduct: the prohibition of teachers (October 2018)*.

17.1 Concerns that do not meet the harm threshold

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools manage and record any such concerns and take appropriate action to safeguard children.

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. **All** concerns about adults (including allegations that do not meet the harms threshold) will be shared responsibly and with the right person, recorded and dealt with appropriately. This will continue to encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

Ensuring concerns are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

17.1.1 What is 'low level concerns'

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

i. Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
ii. Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

i. Being over friendly with children;
ii. Having favourites;
iii. Taking photographs of children on their mobile phone, contrary to school policy
iv. engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
v. humiliating pupils

17.1.2 Sharing low-level concerns

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported as per above, **immediately** to the Head directly or via the Confide system, or in his absence, to the DSL. If the concern involves the Head, it should be reported to the Chair of Governors (contactable via email at RHclerk@rydeshill.org.uk). Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. The Head is the ultimate decision maker in respect to all low-level concerns but may wish to consult the Deputy Head (Pastoral) or the DSL depending on the nature of some low-level concerns and take a collaborative decision.

These records will be kept confidential and held securely on the Confide system.

Low level concerns will be reviewed by the Head and the DSL each half term and as any new concerns are raised, so that any potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to with a course of action. This might include internal disciplinary procedures, or referral to the LADO if the harms threshold is met. The school must consider and record if there were any wider cultural issues in the school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. When a low-level concern has been raised by a third party, the Head should collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the Head should consult with their LADO.

Rydes Hill creates an environment where staff are encouraged and feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear

compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Further details regarding the management of allegations can be found in Part Four of KCSIE and the Surrey Safeguarding Children Partnership Procedures Manual, both of which outline the process and timescales to be followed.

17.2 Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

18. Use of school premises for non-school activities

In the event that school facilities/premises are rented out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), appropriate arrangements will be put in place to keep children safe.

When services or activities are provided under the direct supervision or management of Rydes Hill staff, the school arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not children who attend any of these services or activities are children on the school roll. Safeguarding requirements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in

place. settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Schools and colleges may 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). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO

19. Alternative provision

The school recognise that the cohort of pupils in Alternative Provision often have complex needs and is aware of additionla risk of harm that pupils may be vulnerable to. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

i. Alternative provision - DfE Statutory Guidance and
ii. Education for children with health needs who cannot attend school - DfE Statutory Guidance

APPENDIX 1: Useful Contacts and Child Protection Investigations/reporting
The parent/carer will normally be contacted before a referral is made to Surrey Safeguarding Children's Board. However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

Contact will be made with the local safeguarding agency: Child Protection Consultation Line within 24 hours of all allegations, disclosure or suspicion of abuse. This will be the responsibility of the DSL/DDSL.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the School day, for example, an urgent referral will be made.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to SSCB will be confirmed in writing, using the on-line Inter-agency Referral Form and copies made.

External Agencies

For concerns and referrals (Monday - Friday 9.00am - 5.00pm)
Surrey Children's Single Point of Access (SPA)
Tel: 0300 470 9100
Email: cspa@surreycc.gov.uk

For out of hours referrals
Surrey Emergency Duty Team
Tel: 01483 517898

For advice and support (Monday - Friday 9.00am - 5.00pm)
Schools and Early Years Child Protection Consultation Line
Tel: 0300 470 9100

For reporting allegations against staff (Monday - Friday 9.00am - 5.00pm)
LADO Service
Tel: 0300 123 1650
Email: LADO@surreycc.gov.uk

Operation Encompass advice and helpline for all staff members who may be concerned about children who have experienced domestic abuse.
Tel: 0204 513 9990 (8am-1pm Mon-Fri)

Police
Tel: 101 (non-urgent) or 01483 571212 (Surrey Police)
Tel: 999 (emergency)

NSPCC
Tel: 0808 8005000

http://www.nspcc.org.uk/

NSPCC Whistleblowing Helpline
Tel: 0800 028 0285 (8:00am to 8:00pm Monday to Friday)
Email: help@nspcc.org.uk

Surrey Prevent Supervisor
Tel: 101 or 07795 043842
Email: lara.bowden@surreycc.gov.uk
Prevent@surrey.police.uk

DfE Non-Emergency Advice Regarding Extremism
Tel: 0207 340 7264
Email: counter.extremism@education.gov.uk

Early Help Coordination Hubs
South West Hub (Guildford and Waverley)
Tel: 01483 519722

South East Hub (Tandridge, Reigate & Banstead, Mole Valley)
Tel: 01737 733944

North East Hub (Spelthorne, Elmbridge, Epsom & Ewell)
Tel: 01372 833133

North West Hub (Runnymede, Woking, Surrey Heath)
Tel: 01932 795522

Domestic Abuse Outreach Services
East Surrey (Reigate and Banstead, Mole Valley and Tandridge)
Tel: 01737 771350

Your Sanctuary (Woking, Runnymede and Surrey Heath)
Tel: 01483 776822

North Surrey (Epsom and Ewell, Elmbridge, and Spelthorne)
Tel: 01932 260690

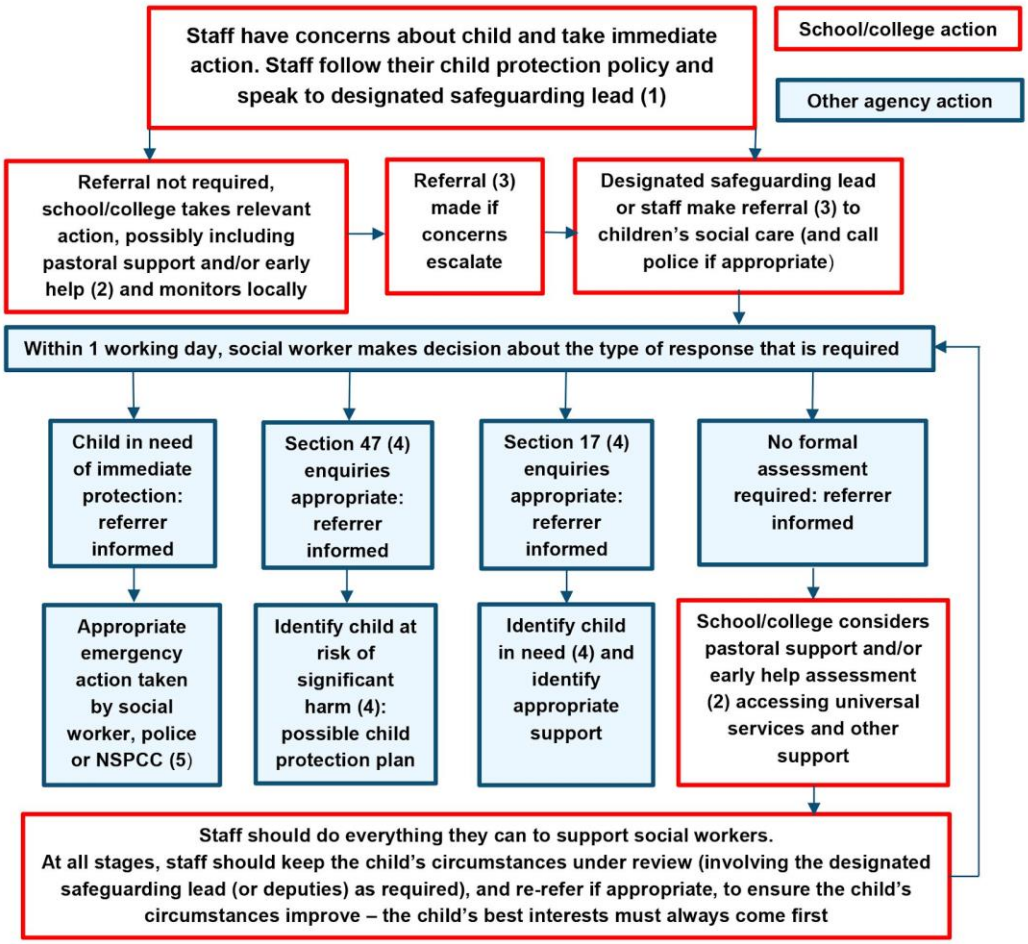
South West Surrey (Guildford and Waverley)
Tel: 01483 898884

TRA
https://www.gov.uk/government/organisations/teaching-regulation-agency
DBS
https://www.gov.uk/government/organisations/disclosure-and-barring-service
DBS checks: detailed guidance - GOV.UK

APPENDIX 2: Action To Be Taken

1.1 This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

i. In cases which also involve an allegation of abuse against a staff member, see Part Four of *KCSIE*.
ii. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
iii. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
iv. This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3: The Management of Safeguarding

The Designated Safeguarding Lead has ultimate responsibility for the whole school and the role is to:

- take lead responsibility for safeguarding and child protection matters
- communicate effectively, both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead staff on safeguarding matters, and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- support staff in carrying out their safeguarding duties
- train a staff team in safeguarding procedures
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies
- ensure child protection files are kept up to date
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- be the School's Prevent Lead
- be responsible for the school's approach to online safety and for overseeing the online safety provision in the school, including understanding the filtering and monitoring systems in place
- maintain open channels of communication with local statutory agencies
- manage referrals
- monitor effectiveness of policies and procedures in practice
- have responsibility for the welfare and progress of looked-after children (as appropriate)
- liaise with the Head to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the

impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:

- The local authority children's social care unit where suspected abuse and neglect
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- In consultation with the relevant Head Teacher, and informing the safeguarding governor, consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

The Designated Safeguarding lead will:

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the head teacher regarding:
  - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
  - referral of cases of suspected abuse regarding children in need to the local authority children's social care unit
  - referral of child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
  - referral of cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
  - referral of cases where a crime may have been committed to the police
- Liaise with parents, informing the head teacher (and if appropriate the LADO / designated officer, children's social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice

- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the Safeguarding Governor.
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
- Ensure child protection files are full, informative and contain all the information (duly dated) pertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within the school, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within the school, including the Early Years

APPENDIX 4: Further Information

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

Schools and colleges can also access government guidance as required on the issues listed below via the GOV.UK and other government websites.

i. bullying including cyberbullying
ii. Channel Guidance (Prevent) – and Annex B
iii. children missing education – and Annex B
iv. child missing from home or care
v. child sexual exploitation (CSE) – and Annex B
vi. domestic abuse
vii. drugs
viii. fabricated or induced illness
ix. faith abuse
x. female genital mutilation (FGM) – and Annex B
xi. forced marriage - and Annex B
xii. gangs and youth violence
xiii. gender-based violence/violence against women and girls (VAWG)
xiv. hate
xv. mental health
xvi. missing children and adults
xvii. NSPCC Learning - Harmful sexual behaviour framework
xviii. NSPCC Learning -Protecting children from harmful sexual behaviour
xix. NSPCC- UK domestic abuse Signs Symptoms Effects
xx. private fostering
xxi. preventing radicalisation – and Annex B
xxii. Refuge what is domestic violence/effects of domestic violence on children
xxiii. relationship abuse
xxiv. safeLives: young people and domestic abuse
xxv. sexting
xxvi. Sexual violence and sexual harassment between children in schools and colleges
xxvii. Safeguarding children who may have been trafficked : practice guidance
xxviii. Trafficking

Abuse

i. Supporting practice in tackling child sexual abuse - CSA Centre Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse
ii. What to do if you're worried a child is being abused – DfE advice
iii. Domestic abuse: Various Information/Guidance - Home Office (HO)
iv. Faith based abuse: National Action Plan - DfE advice
v. Relationship abuse: disrespect nobody - Home Office website
vi. Tackling Child Sexual Abuse Strategy - Home Office
vii. Together we can stop child sexual abuse - HM Government Campaign

Bullying

i. Preventing bullying including cyberbullying - DfE advice
ii. Preventing and Tackling Bullying, DfE advice

Children Missing from Education, Home or Care

i. Children missing education - DfE statutory guidance
ii. Child missing from home or care - DfE statutory guidance
iii. Children and adults missing strategy - Home Office strategy

Children with Family Members in Prison

i. National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

i. Trafficking: safeguarding children - DfE and HO guidance
ii. Care of unaccompanied and trafficked children - DfE statutory guidance
iii. Modern slavery: how to identify and support victims - HO statutory guidance
iv. Criminal Exploitation of children and vulnerable adults: County Lines guidance - Home Office
v. County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
vi. Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Drugs

i. Drug strategy 2017 - Home Office strategy
ii. Information and advice on drugs - Talk to Frank website
iii. Drug and Alcohol education - teacher guidance & evidence review - PSHE Association website
iv. ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

(so called) "Honour Based Abuse" including FGM and Forced Marriage

i. Female genital mutilation: information and resources - Home Office guidance
ii. Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance
iii. Forced - Forced Marriage Unit (FMU) statutory guidance unit (FMU) statutory guidance
iv. Forced marriage - Government multi-agency practice guidelines and multi-agency statutory guidance
v. FGM resource - HM Government guidance Government guidance

Health and Wellbeing

i. Fabricated or induced illness: safeguarding children - DfE, DH, HO
ii. Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
iii. Medical-conditions: supporting pupils at school - DfE statutory guidance
iv. Mental health and behaviour - DfE advice

Homelessness

i. Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

E-Safety / Online / AI (see also Annex D of KCSIE)

i. Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

ii. Plan technology for your school - GOV.UK
iii. Generative AI: product safety expectations - GOV.UK

Private Fostering

i. Private fostering: local authorities - DfE statutory guidance

Radicalisation

i. Prevent duty guidance - Home Office guidance
ii. Prevent duty: additional advice for schools and childcare providers - DfE advice
iii. Educate Against Hate website - DfE and Home Office advice
iv. Prevent for FE and Training - Education and Training Foundation (ETF)

SEND

a) SEND Code of Practice 0 to 25 years, and
b) Supporting Pupils at School with Medical Conditions.
c) The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
d) Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people

Upskirting

i. Upskirting know your rights – UK Government

Violence, Including Sexual Violence and Sexual Harassment

i. Serious violence strategy - Home Office Strategy
ii. Factors linked to serious violence and how these factors can be used to identify individuals for intervention - Home Office
iii. Youth Endowment Fund - Home Office
iv. Gangs and youth violence: for schools and colleges - Home Office advice
v. Ending violence against women and girls 2016-2020 strategy - Home Office strategy
vi. Violence against women and girls: national statement of expectations for victims - Home Office guidance
vii. Sexual violence and sexual harassment between children in schools and colleges - DfE advice
viii. Harmful Sexual Behaviour Toolkit -The Lucy Faithful Foundation
ix. NSPCC Learning -Protecting children from harmful sexual behaviour
x. NSPCC - Harmful sexual behaviour framework
xi. Contextual Safeguarding Network - Beyond Referrals (Schools)
i. LGFL 'Undressed' – Advice for schools
ii. Shore Space - Home - Shore offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours