WESTFIELD PRIMARY SCHOOL

Child Protection and Safeguarding Policy

September 2026 Rev 2

This Policy was produced by the Safeguarding Lead and is based on guidance from KCSIE September 2026

Safeguarding Governors:	Kate Rimell & Smriti Singh
Designated Safeguarding Lead:	Julia Findlay
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2027

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Child Protection and Safeguarding Policy September 2026 Rev 1

Governors' Committee Responsible:	Resources Committee
Governor Lead:	Miss Kate Rimell & Ms Smriti Singh
Nominated Lead Member of Staff:	Ms Julia Findlay
Deputy DSLs:	Mrs Karyn Hing, Mrs Francesca McPhee, Mrs Joanna Phillips, Mrs Claire Lee, Mrs Rachel Sadler, Mrs Andrea Banks
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2027

Safeguarding Statement 2026 - 2027

"It could happen here"

Safeguarding is everyone's business.

At Westfield Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

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

We are alert to the signs of abuse neglect and exploitation and follow our procedures to ensure children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We follow the Surrey Safeguarding Children Partnership's (SSCP) procedures and have a number of policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection and Safeguarding Policy. A copy of this policy is available on our website. We actively support the government's Prevent agenda.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school. This policy is kept under constant review and revised when necessary to reflect developing safeguarding concerns. It is reinforced by regular training and updates for staff. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

Key Personnel: all contactable through the school office Telephone: 01483 764187

The Designated Safeguarding Lead (DSL) is: Ms. Julia Findlay
Contact details: email: inclusionleader@westfield.surrey.sch.uk

The Deputy DSL(s) are:
Mrs Karyn Hing
Contact details: email: head@westfield.surrey.sch.uk

Mrs Francesca McPhee
Contact details: email: deputy@westfield.surrey.sch.uk

Mrs Joanna Phillips
Contact details: email: mrsphillips@westfield.surrey.sch.uk

Mrs Claire Lee
Contact details: email: mrslee@westfield.surrey.sch.uk

Mrs Rachel Sadler
Contact details: email: senco@westfield.surrey.sch.uk

Mrs Andrea Banks
Contact details: email: mrsbanks@westfield.surrey.sch.uk

The nominated safeguarding governors are: Miss Kate Rimell & Ms Smriti Singh
Contact details: email: info@westfield.surrey.sch.uk

The Headteacher is: Mrs. Karyn Hing
Contact details: email: head@westfield.surrey.sch.uk

The Chair of Governors is: Mrs Joanna Cunningham
Contact details: email: chair@westfield.surrey.sch.uk

Dedicated DSL email address: dsl@westfield.surrey.sch.uk

The DSL and DDSL's will monitor the dedicated DSL email address over school half term holidays / breaks on an agreed rota basis.

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection is a part of safeguarding and promoting welfare of children. It refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective Safeguarding refers to how practitioners should understand and be sensitive to factors including economic and social circumstances and ethnicity, which can impact children and families' lives.

Early Help means support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Universal services and community based Early Help play a crucial role in identifying emerging problems and providing support at an early stage.

- **Community-based early help** means support provided through universal and community services when a child or family needs additional help before statutory intervention is required.
- **Family Help** is the targeted early help and support provided to children and families, including support delivered under sections 10 and 11 of the Children Act 2004 and section 17 of the Children Act 1989.

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

Child(ren) includes everyone under the age of 18 and applies to pupils of our school; however, the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers, adoptive parents and those adults caring for children with a Special Guardianship Order.

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

MAP refers to Surrey Multi-Agency Partnership.

C-SPA refers to Surrey Children's Single Point of Access and Children's Consultation Line

Surrey Safeguarding Children Partnership (SSCP) is a partnership of all the different organisations working to protect children and young people across the county.

Child on Child abuse - any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2018). It can occur online, in-person, directly, indirectly, in school or out of school. It can occur between children of the same age, different ages and across different schools. It can be harmful to the children who display it as well as those who experience it.

Sexual assault - is any unwanted, non-consensual, or inappropriate sexual act or sexual touching. In a primary school context, children are not legally able to consent to sexual activity, and therefore any sexual act involving a child is a safeguarding concern. Sexual assault may involve a single incident and can include sexual touching, forced sexual activity, penetration, attempted penetration, coercion, or any sexual contact that causes harm, distress, fear, or humiliation.

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

The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (for example, rape or assault by penetration) 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 as well as offline, and technology can be used to facilitate offline. Sexual abuse is not solely perpetrated by adult males. Females 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. There are specific offences for children under 13, who can never provide

valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Sexual violence – rape; assault by penetration; sexual assault (Surrey Safeguarding Children Partnership Procedures Manual).

Sexual harassment – unwanted conduct of a sexual nature, sexual remarks, sexual taunts, physical behaviour or online sexual harassment (Surrey Safeguarding Children Partnership Procedures Manual).

Victim and perpetrator terms are used within this policy but will be avoided within the school to encourage seeing both children in need of support. The language used to children and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation of children following any investigations that may occur.

Prejudice
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, homelife, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).Abuse can be motivated by real or perceived differences.

1. Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 (as amended), and in line with government publications: 'Working Together to Safeguard Children' 2026 and 'What to do if You are Worried a Child is Being Abused' 2015.

The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2026 (KCSIE), and Surrey Safeguarding Children Partnership (SSCP) Procedures.

This policy is underpinned by evidence-based research of Farrer and Co's - Addressing child-on-child abuse: a resource for schools and colleges September 2024).

This policy is also based on Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014 (as updated), which places a duty on academies to safeguard and promote the welfare of pupils at the school.

This policy also meets requirements relating to safeguarding and welfare in the Early Years Foundation Stage (EYFS) framework, effective from September 1, 2026

https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf

The Local Advisory Board (the Governing Body), takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy applies to all members of staff and governors in the school.

2. Guidance and documents referred to in this policy

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children (2026)
- Disqualification under the Childcare Act 2006 (as updated)
- FGM Act 2003 Mandatory Reporting Guidance 2015 (as updated)
- 'What to do if you are worried a child is being abused' 2015
- Teacher Standards 2011 (as updated)
- Information Sharing Advice for Practitioners' guidance May 2024
- The Equality Act 2010
- Surrey County Council Policy Guidance for Safeguarding Children Missing Education **available** on Surrey Education Services (Education Safeguarding Team Resources Hub).
- The National Chief Police Council 'When to call the Police' document: https://www.safe4me.co.uk/portfolio/when-to-call-the-police/
- Surrey County Council Policy Guidance for Safeguarding Children Educated Other than at School (EOTaS) – available on Surrey Education Services (Education Safeguarding Team Resources Hub)
- The Serious Crime Act 2015
- DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2026 https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf and
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026 https://www.legislation.gov.uk/uksi/2026/558/contents/made
- Online Safety Act 2023
- Prevent Duty Guidance 2023
- Children missing education: statutory guidance for local authorities and schools (8 September 2025)

- Working Together to Improve School Attendance (July 2026).
- EYFS Statutory Framework 1st September 2026 https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf
- Childcare Act 2006
- Children's Wellbeing and Schools Act 2026.
- Safeguarding Vulnerable Groups Act 2006.
- Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England April 2026.

3. Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include: Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

We will advance equality of opportunity between people who share a protected characteristic and people who do not share it.

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

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

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

We adhere 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.

Staff recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help. Staff will remain alert to the signs and impact of prejudice-based harm and will consider concerns within safeguarding practice where appropriate.

4. Policy Principles and Values

- The welfare of the child is paramount.

- We will always act in the best interest of the child.

- Maintain an attitude of "It could happen here"

- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.

- Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

- All children have a right to be protected from harm and abuse.

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

- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff, but especially the DSLs will consider whether children are at risk of abuse or exploitation in situations outside of their families, recognising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation and serious youth violence.

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

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

- We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

5. Policy Aims

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

- To support the child's development in ways that will foster security, confidence and independence.

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

- To enable the school to effectively contribute to Early Help, assessments of need and support for those children.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

- To emphasise the need for good levels of communication between all members of staff.

- To provide robust school systems and procedures that is followed by all members of the school community in cases of suspected abuse.

- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (all according to KCSIE guidance), and a single central record is kept for audit.

- To comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.

- To ensure consistent good practice within school and ensure that safeguarding follows a whole school approach.

- To clarify safeguarding expectations for members of the school community, staff, Governing body, children, and their families.

- To contribute to the establishment of a safe, resilient, and robust safeguarding culture in school built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

- To support contextual safeguarding practice recognising that the school's site can be a location where harm can occur.

- To set expectations for developing knowledge and skills within the school's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

- To identify at an early stage the need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

- To work in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Children's Partnership.

6. Supporting children

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

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

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

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

Our school will support all children.

We recognise that we may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. And that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will promote a caring, safe and positive environment within the school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.

We will ensure children are taught to understand and manage risk through Learning for Life education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.

We take all welfare concerns seriously and encourage children to talk to us about anything that worries them.

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support. We provide contact details for outside agencies, e.g. Childline, NSPCC. Childline posters are exhibited throughout the school.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it. We will encourage the use of worry boxes, the bubbles scheme and our Wellbeing Assistants during Learning for Life lessons so children know who they can talk to if they don't feel safe.

Each classroom and area of the school, with the exception of the Kaleidoscope Room, Gym, the Book Shed, The Nest, Tranquillity Cove, the Zen Den and Curiosity Corner, have a telephone installed. If assistance if required, an adult must call the office or the inclusion leader.

For the areas of the school which do not have a phone located, the following are the procedures;

All outside areas of the school - staff must have a walkie-talkie with them so that they can use these to contact the office in the case of an emergency.

Book Shed – staff must have a walkie-talkie with them so that they can contact the office if the case of an emergency

Gym – staff must have a walkie-talkie with them so that they can contact the office if the case of an emergency

Kaleidoscope Room - staff must have a walkie-talkie with them so that they can contact the office if the case of an emergency.

The Nest – use Dragon Liars' phone

Tranquillity Cove – use Bumblebees' phone by alerting another adult in or by Tranquillity Cove to do so.

Zen Den - staff must have a walkie-talkie with them so that they can contact the office if the case of an emergency.

Main hall – staff should go directly to the office either by sending a child with a red card or by alerting another adult in or by the main hall to do so.

Symphony Suite – this has a walkie talkie located in the room. This must not be removed. Staff must use this walkie-talkie in an emergency.

7. Prevention/Protection

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

The school community will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they have had happy/sad lunchtimes/playtimes and feel safe in school.

- Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.

- Include safeguarding across the curriculum, including Learning for Life education, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.

- Provide preventative education by creating a culture of zero tolerance for sexism, racism, misogyny/ misandry, homophobia, biphobia and sexual violence, sexual harassment, derogatory behaviour or other forms of physical violence and conflict.

- Ensure all staff are aware of school guidance for their use of mobile and smart technology which includes internet-enabled smart devices including smart glasses and wearable cameras and have discussed safeguarding issues around the use of mobile technologies and their associated risks, including the following:

  - Mobile phones, E readers and SMART watches may not be brought into school by children. This is in place to safeguard the staff and children at Westfield. The exception to this is when children in Year 5 and 6 are walking to and from school independently. In this instance, their phones are passed to the class teacher at the start of the school day and retained by the office until the children are released at the end of the day.
  - Staff mobile phones, E readers, tablets and SMART watches may not be used during lessons or formal school time. They should be switched off (or silent) at all times. The exception to this is when staff are on a school trip and need to communicate with school staff only.
  - The Bluetooth functionality of a mobile phone or tablet should be switched off at all times and may not be used to send images or files to other mobile phones. Mobile phones and personal devices, cameras and videoing equipment are not permitted in certain areas within the school site such as changing rooms and toilets.
  - The camera and filming functions of mobile devices must not be used in school, on school trips or on official school business.
  - As a precaution any other devices that can take images or can make contact with other devices (e.g. SMART Watches) must be kept in a school staff locker throughout the school day.
  - Staff are not permitted to use their own mobile phones or devices for contacting pupils, young people or those connected with the family of the student without specific permission from the headteacher in extreme circumstances.
  - Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use school provided equipment for this purpose.
  - If a member of staff breaches the school policy then disciplinary action may be taken as appropriate.
  - Staff use of mobile phones during the school day will normally be limited to the lunch break and after school.
  - Staff should ensure that their phones are protected with PIN/access codes in case of loss or theft.
  - Staff should never store parents' or pupils' telephone or contact details on their mobile phone, as this allows the possibility of inappropriate contact.
  - Staff should never send, or accept from anyone, texts or images that could be viewed as inappropriate.

If a member of staff suspects a message, text or similar may contain inappropriate content it should not be opened but a senior member of staff should be contacted.

8. Safe School, Safe Staff

We will ensure that:

- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and reflects all applicable KCSIE guidance. Full details of the procedure are set out in the school's Safer Recruitment and Selection Policy.

- Westfield Primary School requires staff to complete an Enhanced Disclosure and Barring Service (DBS) check every 5 years (with effect from March 2022). The School Business Manager is responsible for identifying staff ahead of their renewal date, sending them the information needed to submit a new DBS application and liaising with them regarding verification of their ID. The Inclusion Leader is responsible for monitoring the Single Central Record once a term and will check that all DBS renewals have been completed as part of this monitoring.

- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection and safeguarding policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education 2026 part 1 (September 2026) https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_children_safe_in_education_2026.pdf

- All staff receive safeguarding and child protection training at induction in line with advice from Surrey Children's Safeguarding Children Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

- All members of staff are trained in and receive regular updates in online safety (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and reporting concerns).

- All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.

- All members of staff are open-minded and will assume that sexual harassment, online sexual abuse and sexual violence may be happening in and around school, even where there have been no specific reports of such behaviour or incidents.

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

- The child protection and safeguarding policy is made available via the school website and that parents/carers are made aware of this policy.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding Policy on the school's website and hard copies being available at the school office and reference to it in the school's handbook.

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

- Community users organising activities for children are aware of the school's Child Protection and Safeguarding Policy, guidelines and procedures. Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

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

- All staff, including staff who do not work directly with children, will be given a full copy of Part 1 (safeguarding information for all staff) of Keeping Children Safe in Education 2026 and will sign to say they have read and understood it. The Governing Body are required to read the entire document, including Annex B, which covers the job descriptions of the DSL and DDSL's. in relation to part 2 of the same guidance.

- The DSL, Ms Julia Findlay, is a member of the Senior Leadership Team. The Deputy DSLs are Mrs Karyn Hing, Mrs Francesca McPhee, Mrs Joanna Phillips, Mrs Claire Lee, Mrs Rachel Sadler and Mrs Andrea Banks. These Officers have undertaken the compulsory training delivered through the SSCP (Modules 1&2/2 days) and have undertaken 'DSL New to Role' training followed by biannual updates. Ms Findlay has also undertaken the Module 3 training and the Advanced Safeguarding for Designated Safeguarding Leads training course.

- We will determine whether volunteers are undertaking regulated activity with children in accordance with the current statutory definition. Where a volunteer is undertaking regulated activity with children, the school will obtain the appropriate Enhanced DBS check including Children's Barred List information before the individual undertakes that regulated activity, in accordance with the relevant statutory requirements.

- Volunteer roles will be reviewed where the nature, frequency or level of contact with children changes.

9. Use of school premises for non-school activities

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and ensure that any groups who use the school premises have appropriate child protection policies and procedures in (including inspecting these as needed).

We follow the guidance set out in Keeping children safe in out-of-school settings and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Failure to comply with these arrangements would lead to termination of the agreement. See https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings

If the school receives an allegation relating to an incident that happened when a third-party provider was using school premises we will follow it the procedures set out in its allegations of abuse policy including informing the LADO.

10. Roles and Responsibilities

Everybody in our school has a responsibility for safeguarding. Some members of our school have specific safeguarding responsibilities.

All School Staff

All staff have a key role to play in identifying concerns early and in providing help for children. All staff are aware that they do not need to wait for a disclosure before acting; other indicators of safeguarding concerns include, overhearing conversations, changes in behaviour of the child, seeing images on devices (which may be confiscated by staff). Staff are aware that they can ask children outright if they have been harmed, and what the nature of the harm was. See further information on searching electronic devices and confiscation below.

To achieve this, they will:

- Reassure children that they are being taken seriously and that they will be supported and kept safe

- Explain to children that the law is in place to protect them rather than criminalise them, in such a way that avoids alarming or distressing them.

- Ensure that the child doesn't get the impression that they are creating a problem or made to feel ashamed.

- Know the indicators of abuse, neglect and exploitation for specific safeguarding issues such as child exploitation and child sexual exploitation.

- Be vigilant to safeguarding issues, knowing that they overlap each other.

- Be aware of the risk factors that increase the likelihood of involvement in serious violence.

- Be aware that children with SEND are more vulnerable to abuse and also are more likely to have more difficulty communicating their experiences and concerns.

- Provide a safe environment in which children can learn.

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem.

- Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection and safeguarding policy and procedure and speaking to the designated safeguarding lead or a deputy.

- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

- Attend training in order to be aware of and alert to the signs of abuse, neglect and exploitation.

- Maintain an attitude of "it could happen here" with regards to safeguarding.

- Understand that safeguarding is "everyone's responsibility".

- Maintain a "zero-tolerance" approach to sexual violence and sexual harassment.

- Know how to respond to a child who discloses harm or abuse following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).

- Report their concerns to the DSL immediately and on that day if they are worried a child is being abused and record their concerns on CPOMS (a secure child protection computer-based programme). If the DSL is not contactable immediately, a Deputy DSL should be informed.

- Be prepared to refer directly to the Children's Single Point of Access (C-SPA) and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

- Follow the allegations procedures if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor.

- Report low-level concerns (as defined in KCSIE 2026) about any member of staff/supply staff or contractor or volunteer to the Headteacher in accordance with the school's Low-Level Concerns policy.

- Follow the procedures set out by the Surrey Safeguarding Children Partnership and take account of guidance issued by the Department for Education to safeguard children.

- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.

- Treat information with confidentiality but never promising to "keep a secret".

- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

- Have an understanding of Early Help, and be prepared to identify and support children who may benefit from Early Help.

- Will identify children who may benefit from Early Help, including children with physical and/or health conditions or needs, a parent, carer or family member in custody or a parent who has offended, at risk of honour-based abuse and/or FGM or forced marriage, have experienced multiple suspensions, are at risk of being permanently excluded and persistence absence from school or frequent lateness, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school's pastoral support process or an Early Help assessment). In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in Early Help cases.

- Liaise with other agencies that support pupils and provide Early Help.

- Know who the DSL and Deputy DSLs, the Chair of Governors and the Governor responsible for safeguarding are and know how to contact them.

- Have an awareness of the role of the DSL, and are familiar with the schools Child Protection & Safeguarding Policy, Staff Behaviour Policy (Code of Conduct) Policy, Safe Working Practices Code of Conduct and procedures relating to the safeguarding response for children who go missing from education.

- Be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- Assist the Governing Body and Headteacher in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

- Read and understand Part 1 of statutory guidance KCSIE (2026).

- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL.

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

- Be aware that children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

- Be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect
    - requiring mental health support
    - may benefit from early help
    - where there is a radicalisation concern
    - where a crime may have been committed

- Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may does not recognise these 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. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- Be aware of the school's local processes for accessing community-based early help and Family Help, including the criteria for referral to targeted Family Help and the criteria for referral to children's social care for assessment and statutory intervention.

- Understand when concerns should be managed through support within school, when Family Help should be considered and when a referral to children's social care is required because there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

- Identify children who may benefit from community-based early help or Family Help and will follow the current Surrey arrangements and referral pathways.

We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know that:

- Children may not feel ready or know how to tell someone they are being harmed.
- The child may not realise what is happening to them is harmful.
- They may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

Our staff know they must show professional curiosity, i.e. explore and try to understand what is happening for a child, rather than take what is being said on face value or making assumptions. We encourage staff to ask the child if they are OK or if they can help in any way. A child who makes a disclosure may have to tell their story more than once, such as to the police and social workers. At Westfield Primary School we know how important it is that a child's first experience of talking to a trusted adult about a worry is a positive one.

The Headteacher

In addition to the role and responsibilities of all staff the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with **Working Together to Safeguard Children 2026** guidance.

- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.

- The school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

- The school's staff have appropriate knowledge of part 5 of the government's KCSIE 2026 guidance (Child on child sexual violence and sexual harassment).

- All children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. Also that comprehensive records of all allegations are kept.

- All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.

- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

- Provide opportunities for a co-ordinated offer of Early Help when additional needs of children are identified

- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.

- With the designated safeguarding lead ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.

- Where there is a safeguarding concern that the child's wishes and feelings are considered when determining what action to take and what services to provide.

- Child-centred systems and processes are in place for children to express their views and give feedback.

- Staff recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being abused or neglected. It is also recognised that these children are more prone to child on child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.

- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.

- That children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

- Ensure that allegations or concerns against staff, supply staff or volunteers are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP) and Surrey County Council (SCC).

- Ensure that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

- Record "low level concerns" in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

The Designated Safeguarding Lead:

Details of the DSL and DDSL are available on the school website and in the school reception area.

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

- Hold the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) in the school, this responsibility is not able to be delegated.

- Have an "it could happen here" approach to safeguarding.

- Work with parents and carers to engage them in supporting the safeguarding of their children.

- Liaise with the local authority, the three safeguarding partners and work in partnership with other agencies in line with Working Together to Safeguard Children. Discuss and agree with safeguarding partners, levels for the different types of assessment, as part of local arrangements. The National Chief Police Council 'When to call the Police' document: https://www.safe4me.co.uk/portfolio/when-to-call-the-police/ should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

- Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse to the Surrey Children's Single Point of Access (C-SPA) and act as a point of contact and support for school staff. Requests for support should be made securely by email to cspa@surreycc.gov.uk using the Request for Support Form, and may follow a discussion on the C-SPA Consultation Line by telephone 0300 470 9100. Urgent referrals should be made by telephone 0300 470 9100 and ask for the priority line.

- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process and use the Prevent Referral Form. For information or support for the referral process, call 07795 043842 or 01865 555618 .
  If the matter is urgent, the Police must be contacted by dialling 999. In cases where further advice from the Police is sought, dial 101 or contact the Counter Terrorism Security Advisers (CTSA) for Surrey on ctsasurrey@thamesvalley.police.uk

- The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

- Refer cases where a crime may have been committed to the Police as required, using The National Chief Police Council 'When to call the Police' document: https://www.safe4me.co.uk/portfolio/when-to-call-the-police/ should help DSLs understand when they should consider calling the Police and what to expect when they do.

- Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.

- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.

- Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.

- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.

- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

- Have a secure working knowledge of Surrey Safeguarding Children Partnership (SSCP) procedures and understand the assessment process for providing early help and statutory intervention, including the local authority Continuum of Support criteria and referral arrangements.

- Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.

- Have a working knowledge of how Surrey Country Council conduct an initial child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Understand the lasting impact that adversity and trauma can have, including on the children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.

- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCo) on matters of safety and safeguarding and consult the SSCP Continuum of Support document to inform decision making and liaison with relevant agencies.

- Be alert to the specific needs of children in need, those with SEND, relevant health conditions and young carers.

- Prepare risk assessments linked to keeping pupils within school safe whenever needed, for example risk assessments for pupils with broken limbs or other temporary or permanent incapacity or risk assessments centred around the behaviour of certain pupils. The school's general template risk assessment form is in Appendix 4.

- Work closely with mental health lead where safeguarding concerns are linked to mental health.

- Make use of support from its in-school Mental Health Support Team (MHST),

- Understand the risks associated with online activity and be confident that they have the up to date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

- Keep detailed, accurate records (either written or using appropriate secure online software), that includes all concerns about a child even if there is no need to make an immediate referral and the rationale for decisions made and action taken.

- Ensure that when a pupil transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.

- Ensure that where a pupil transfers school (including in-year) and is on a child protection plan or is a child looked after, their information is passed to the new school immediately, using CPOMS if available at the transition school, and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.

- Ensure that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be securely destroyed.

- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

- Work with the DSL team, local authority and social workers to make informed decisions in the best interests of the child, for instance the child's safety, educational outcomes and welfare. This should be a matter of routine. Furthermore, the social worker and the DSL need to work together to respond to unauthorised absences etc and promote welfare.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT to ensure that relevant members of staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face

and the additional academic support and adjustments that they could make to best support these children.

- Report to the Headteacher any significant issues for example use of the SSCP multi-agency escalation procedures enquiries under section 47 of the Children's Act 1989 and police investigations.

- Be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- Be aware of pupils who have a social worker and ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

- Ensure that all staff, within 3 months of employment at Westfield Primary and updated once a year thereafter, sign to say they have read, understood and agree to work within the school's child protection and safeguarding policy, staff behaviour policy (code of conduct) (Appendix 1) and Keeping Children Safe in Education (KCSIE) Part 1 and ensure that the policies are used effectively.

- Organise child protection and safeguarding induction, regularly updated training, following the training guidance published by the Education Safeguarding Team and the SSCP, and a minimum of annual updates (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) for all school staff, keep a record of attendance and address any absences.

- Ensure that in collaboration with the school leadership and governors, the Child Protection and Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.

- Ensure that the Child Protection and Safeguarding Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.

- Establish and maintain links with the three safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

- Contribute to and provide, with the Headteacher and Chair of Governors, the biennial (s157 s175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council. ".

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

- 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.

- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2026.

The Deputy Designated Safeguarding Lead(s):

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

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.

- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

The Governing Body:

All members of The Governing Body understand and fulfil their responsibilities to ensure that child protection is at the forefront of process and policy development and that a whole school approach to safeguarding is facilitated, including online safety, vulnerable children, victims of abuse and SEND and that:

- There is a whole school approach to safeguarding.

- The school has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.

- Policies are consistent with Surrey Safeguarding Children Partnership (SSCP) and statutory requirements are reviewed annually (as a minimum) and updated if needed, so that

it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Child Protection and Safeguarding policy is available on the school website.

- The Surrey Safeguarding Children Partnership (SSCP) is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via The Virtual College – ENABLE to Surrey County Council.

- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. If there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

- At least one member of the governing body has completed safer recruitment training to be repeated every five years.

- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2026) part 1 and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

- All staff including temporary staff, volunteers and contractors are provided with the school's Child Protection and Safeguarding policy and Staff Behaviour (Code of Conduct) policy.

- The school has procedures for dealing with allegations of abuse against staff (including supply staff and the Headteacher), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or "low level concerns" as defined in KCSIE 2026.

- A nominated governor for safeguarding is identified to monitor the effectiveness of this policy in conjunction with the full governing board.

- A member of the senior leadership team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

- On appointment, the DSL and deputies undertake interagency training (Foundation Modules 1 and 2) and also undertake DSL New to Role and then 'Update' training every two years as well as attending DSL network events and meetings.

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through Learning for Life education and relationship and sex education (RSE). The governors and school will ensure application filters and monitoring systems are in place to safeguard children online.

- The school will comply with DfE and Surrey County Council Children Missing Education requirements available on Surrey Education Services (Education Safeguarding Team Resources Hub).

- The school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing body will ensure there are clear systems and processes in place for identifying possible mental health problems, include routes to escalate and clear referral and accountability systems.

- Appropriate online filtering and monitoring systems are in place.

- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.

- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.

- Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2026 Annex B.

- Ensure section 128 checks are undertaken as defined in KCSIE 2026.

- Ensure where school facilities/premises are rented to or hired by organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) appropriate arrangements are in place to keep children safe.

- Any weaknesses in Safeguarding are remedied immediately.

- The school is aware that OFSTED inspections will always report on whether or not arrangements for safeguarding children and learners are effective.

All governors will read Keeping Children Safe in Education (2026) Parts 1 and 2.

The Chair of Governors will act as the "case manager" in the event that an allegation of abuse is made against the headteacher, where appropriate, in line with the school's Allegations of Abuse against Staff policy.

Governors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements

Governors must ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.

Governors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.

Governors should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

11. Multi-agency Working

School has a pivotal role to play in multi-agency safeguarding arrangements. The governing body, SLT and DSLs need to ensure that the school contributes to the multi-agency working in line with statutory guidance Working Together to Safeguard Children 2026. Safeguarding partners and child death review partner arrangements are in place. Agencies will work together to safeguard and promote the welfare of children, including identifying and responding to their needs. Practitioners will take a child-centred approach within a whole family focus to support the diverse needs of children and families when safeguarding children.

12. Confidentiality, Sharing and Withholding Information

All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2024) guidance.

In addition the DfE Data Protection guidance for schools, provides advice to help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good

practices for preventing personal data breaches: https://www.gov.uk/guidance/data-protection-in-schools.

Information sharing is essential for effective safeguarding. The school will share information lawfully, proportionately and in a timely manner where this is necessary to safeguard and promote the welfare of a child.

All staff will have regard to current data protection law, including the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025.

The school has appointed Judicium Consulting Limited as its Data Protection Officer (DPO) and the DPO is responsible for overseeing compliance and developing data-related policies and guidelines. When appropriate, the school, governors and trustees will refer to the guidance in the in the data protection: toolkit for schools - https://www.gov.uk/guidance/data-protection-in-schools (Feb 2023: updated July 2026) guidance to support schools with data protection activity, including compliance with the GDPR.

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018, the UK General Data Protection Regulations and the Data (Use and Access) Act 2025 are not a barrier to sharing information where a failure to do so would place a child at risk of harm. Staff should be proactive in sharing information where they believe that doing so will help to identify a safeguarding concern, assess risk, provide support or protect a child from harm.
Information should be shared with the appropriate person or agency, recorded securely and accurately, and shared without unnecessary delay where a child's safety or welfare may be affected. Uncertainty about information sharing should not result in unnecessary delay where a child may be at risk. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must also be aware of the provisions in the school's current Data Protection and Subject Access Request Policy.

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

All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

13. Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

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

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

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

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

i. Make an initial record of the information related to the concern as soon as possible.

ii. Report it to the DSL immediately.

iii. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

iv. Make an accurate record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved.
- Place and context of disclosure.
- Who was present.
- Any injuries; uploading a copy of a completed body map
- Explanations given by the child / adult
- Rationale for decision making and action taken

- Any actual words or phrases used by the child
- Demeanour/non-verbal behaviours of the child

v. Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMS. Records recorded on CPOMS must be through the author's own log in account. The record needs to be completed by the adult that received the information.

vi. In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA and the police if appropriate, if there is the potential for immediate significant harm.

Following a report of concerns the DSL must:

i. Using the Surrey Safeguarding Children Partnership (SSCP) Continuum of Support decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate.

ii. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

iii. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA consultation line on 0300 470 9100 by sending a Requesting for Support Form by secure email to: cspa@surreycc.gov.uk. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken

iv. If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns

v. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the early help.

vi. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

vii. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about

what action the MAP will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

viii. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police where they either:

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

Raising Safeguarding Concerns About a Child at Westfield Primary School.

Information throughout the process will be shared with other DSLs by CPOMS and Weekly DSL meetings

DSLs: Julia Findlay; Karyn Hing; Fran McPhee; Jo Phillips; Claire Lee; Rachel Sadler; Andrea Banks
Link Governor: **Kate Rimell & Smriti Singh**

If a member of staff has a concern about a child

Immediately discuss your concern verbally with one DSL only. Information must not be discussed with any other member of staff, child or parents at this stage. If no DSL is available, contact CSPA for advice on 0300 470 9100

Follow DSL's advice – only record on CPOMS if you have been requested to do so. Remember to be factual only – the log may be used in court at some point.

DSL reviews concern and makes decision about next steps

Direct call by DSL to CSPA without discussion with parents if considered that the child is in danger of harm. Included on next Vulnerable List

Relevant staff asked to monitor and feed back to DSL. Included on next Vulnerable List

Call by DSL to parents/carers to discuss concerns and next steps and referrals. Included on next Vulnerable List

Call by DSL to CSPA or agency already supporting family, i.e. Social worker or Family Support Worker. Referrals made to relevant agency depending on advice of CSPA.

Escalation Procedures if WPS DSLs disagree with decision of CSPA or Social Care

Meetings with all agencies, DSLs and family to discuss plan and action

Inclusion Team support in school

Relevant WPS staff kept informed with necessary information to support the child

Targets and actions put into place, actioned and assessed by lead professional in discussion with other professionals supporting the family

14. Dealing with disclosures

All staff

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

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

Guiding principles, the seven Rs

Receive

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

Reassure

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

Respond

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

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or a Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press the DSL for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible on CPOMS. The original notes need to be uploaded onto CPOMS at the time of entering the incident on to CPOMS
- Pass your original notes to the DSL for secure keeping.
- Record the date, time, place, person or people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising. These needs to be uploaded to CPOMS when an entry of the incident is made.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

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

Review (led by DSL)

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

What happens next?

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

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

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

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

See Appendix 2 for C-SPA contact information and Continuum of Support.

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

Procedure

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

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, which includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk.

In dealing with allegations or concerns against an adult, staff must without delay:

- Report any concerns to the Headteacher immediately, who will consider whether an onward referral to the LADO is required.

- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

- Once an allegation has been received by the Headteacher or Chair of Governors they will follow the Surrey local procedures for managing allegations and will contact the LADO

without delay as required ~~contact the LADO~~ on 0300 123 1650 option 3 *LADO (as part of their mandatory duty)*
Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation. Appropriate basic enquiries may be undertaken in accordance with local procedures to establish the facts and assist in determining whether there is a foundation to the allegation, taking care not to jeopardise any subsequent police or children's social care investigation.

- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.

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

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2026) and the Surrey Safeguarding Children Partnership (SSCP) procedures.

When using an agency for supply staff, the school will inform the agency of its process for managing allegations.

Where an allegation is made against a member of supply staff, the Headteacher will immediately contact both the agency concerned and the LADO. The school will ensure that any allegations are dealt with appropriately and liaise with relevant parties. The school will continue to support any investigation that is required.

If the school receives an allegation relating to an incident that happened when a third-party provider was using school premises we will follow our standard safeguarding procedures including informing the LADO.

Low-level concerns

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The school creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Reports should be made to the Headteacher in accordance with the school's Low-Level Concerns policy in a timely manner. If the Headteacher has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.
Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified.

Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies will be revised, or extra training delivered to minimise the risk of it happening again.

16. What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2026). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based abuse, forced marriage or female genital mutilation. To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Continuum of Support Threshold Document.

What is abuse and neglect?

Abuse

Abuse is 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 extra-familial context, 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. They may be abused by an adult or adults, or another child or children. Children may be abused by an adult or adults, or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

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

Sexual abuse

Involves forcing, causing or inciting 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, such as acts of penetration, whether that is with part of a person's body or an object (for example, rape or assault by penetration) 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 as well as offline, and technology can be used to facilitate offline. Sexual abuse is not solely perpetrated by adult males. Females 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. There are specific offences for children under 13, who can never provide valid consent to sexual activity and

there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

The Neglect Risk Assessment Tool is available to provide a more detailed information regarding neglect.

17. Indicators of abuse

Neglect

The nature of neglect

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

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

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

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

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

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

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

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

Indicators of neglect

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

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.

Staff should also be aware to the concept of Affluent Neglect which is a form of neglect that sometimes occurs in affluent. Affluent Neglect often involves a lack of emotional connection and attention, rather than material deprivation and can therefore be more difficult for professionals to identify. Children experiencing affluent neglect may suffer from a lack of emotional support, potentially impacting their development and well-being.

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic abuse.

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

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships
- attachment to caregivers and emerging mental health difficulties

Emotional responses

- Extreme fear of new situations or unusually fearful with adults
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

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

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

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

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

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

You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.

- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Staff working with children need to be aware of and comply with Westfield Primary's Positive Handling and Physical Intervention Policy.

Sexual abuse

The nature of sexual abuse

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

Sexual exploitation is seen as a separate category of sexual abuse. The Surrey Safeguarding Children Partnership (SSCP) professional guidance provides school staff with information regarding indicators of CSE.

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

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

Indicators of sexual abuse

Physical observations:

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

Emotional and behavioural observations:
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age

- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.
- being afraid of and/or avoiding a particular person
- being withdrawn
- alluding to 'secrets'
- running away from home
- developing eating problems
- displaying sexualised behaviours or having sexual knowledge
- misusing drugs or alcohol

Parental Substance Misuse

Substance misuse covers misuse of a range of mind-altering substances. It can have a severe impact on an individual's functioning as well as their physical health. Substance misuse is formally defined as the continued misuse of any mind-altering substance that severely affects a person's physical and mental health, social situation and responsibilities (NHS, 2019). The Advisory Council states that substance misuse can have a consequence of a physical, psychological, social, interpersonal, financial and legal nature for users and those around them. Parental substance misuse becomes relevant to child protection when it effects parenting capacity.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's wellbeing.

18. Sexual violence and sexual harassment between children in schools

Child on Child Abuse (including sexual harassment and sexual violence)

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school

We recognise that children can abuse other children and that child-on-child abuse is a safeguarding issue for all children involved. Such abuse will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy; and this will be dealt with under our child protection and safeguarding policy and in line with KCSIE (2026).

Child-on-child abuse can occur inside or outside school, online or offline, and may occur between children of the same or different ages. It may involve physical, sexual or emotional abuse, harassment, violence, coercive or controlling behaviour, exploitation, harmful sexual behaviour, bullying, discriminatory behaviour or threats involving serious physical harm or weapons.

The school will consider the individual circumstances of each child, including the child who has experienced harm and the child who has caused or is alleged to have caused harm. Both may have safeguarding needs and may require support.

Types of child on child abuse
There are many forms of abuse that may occur between peers. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'). See section 19 below for further information.

- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents.

- abuse in intimate personal relationships between children (also known as teenage relationship abuse),

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse). There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidently

before considering the action or punishment to be undertaken. It may be online which facilitates, threatens and/or encourages physical abuse.

- physical assault and harm, or the threat of harm with a weapon.

- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

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

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- consensual and non-consensual making or sharing of nudes and semi-nudes (including videos); including those generated using AI. UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

- Upskirting (which is a criminal offence - Voyeurism (Offences) Act 2019), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Research suggests that child on child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different.

We need to ensure that child on child abuse is responded to appropriately and effectively through a full understanding of child on child abuse, including sexual violence and harassment, of staff and governors; in particular that children's experiences of child on child abuse and violence are unlikely to be isolated events, as they can often be linked to other events that are happening in their lives and spaces in which they spend their time. Any response to child on child abuse, therefore needs to consider the range of possible types of child on child abuse and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach.

It is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. It is important to consider the forms abuse may take and the subsequent actions required.

Children may not disclose that they are or have experienced child-on-child sexual violence or sexual harassment. This may be due to a variety of reasons, some of which are listed below

- embarrassment
- believe the peer to be a friend
- not wanting to get the peer into trouble
- not wanting to be known as a 'snitch'
- fear of consequences of telling
- not realising that they are experiencing sexual violence or harassment due to it be normalised in society, being told that it is 'banter' or it is normal in the child's life
- not knowing who to talk to
- not having the language to communicate or worries
- not having the skills to communicate their experiences or worries

Minimising risk

We will minimise the risk of child on child abuse, sexual violence and sexual harassment by:

- making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". We believe that failure to do so can lead to a culture of unacceptable behaviour, misogyny/misandry, 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. This could for example include children being sexually touched/assaulted or children being subject to initiation-type (hazing) violence which can take place online as well as face to face, and sometimes simultaneously between the two.

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

Prevention/Protection from Sexual Violence and Sexual Harassment

Prevention can be assisted by:

- Taking a whole school approach to safeguarding & child protection
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Developing and promoting effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- Emphasising the need for good levels of communication between all members of staff.
- Understanding that addressing inappropriate behaviour can prevent behaviours to continue or to occur with other children.
- Providing robust school systems and procedures that are followed by all members of the school community in cases of suspected sexual violence and sexual harassment.

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

Staff know the indicators of child on child abuse even if not reported, and understand the importance of challenging inappropriate behaviours between peers and knowing that not doing so creates an unsafe environment and leads to a culture that normalises abuse. Staff also understand that abuse takes place in school, out of school, including online.

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

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school.

All staff, but especially the DSLs will consider whether children are at risk of sexual violence and sexual harassment between children of their families.

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

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

All staff receive regular information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection and safeguarding policy and (KCSIE, 2026) part 1.
https://assets.publishing.service.gov.uk/media/6a9088e19a177a1decf97b01/Keeping_children_safe_in_education_2026_Part_one.pdf

All staff and governors receive yearly training that relates to child on child abuse and child on child sexual violence and sexual harassment and, following this, in-year reminders and updates to maintain their understanding of the signs and indicators of child on child abuse and child on child sexual violence and harassment.

All members of staff are trained in and receive regular reminders and updates in online safety (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) reporting concerns; including those of a sexual nature from other children as well as adults.

All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.

All members of staff are open-minded and will assume that sexual harassment, online sexual abuse and sexual violence may be happening in and around school, even where there have been no specific reports of such behaviour or incidents.

The school community will:

- Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they have had happy/sad lunchtimes/playtimes and feel safe in school.

- Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.

- Include safeguarding across the curriculum, including Learning for Life education, opportunities which equip children with the skills they need to stay safe from harm of

sexual harassment and violence and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, sex and relationships. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

- Ensure all staff are aware of school guidance for their use of mobile and smart technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks, as outlined in the Child Protection and Safeguarding Policy and the Staff Handbook

- Take a whole school approach to safeguarding & child protection

- Partake in training to include how to recognise child on child abuse, including sexual violence and sexual harassment, even when it is not reported.

- Follow the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.

- Engage with specialist support and interventions.

- Understand that addressing inappropriate behaviour can prevent behaviours to continue or to occur with other children.

- Understand that the welfare of the child is paramount.

- Always act in the best interest of the child.

- Maintain an attitude of "It could happen here"

- Understand that children have a right to feel safe and secure, they cannot learn effectively unless they do so.

- Understand that all children have a right to be protected from harm and abuse.

Supporting children

We recognise that school may provide a safe place and the only stability in the lives of children.

We recognise that a child who is sexually harassed, or victim or witness to sexual violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that when a child has a social worker, it is an indicator that the child may be more at risk than most pupils to sexual violence and sexual harassment. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

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

We will promote a caring, safe and positive environment within the school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.

We will ensure children are taught to understand and manage risk through Learning for Life education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety. This includes online safety and anti-bullying, road safety, pedestrian and cycle training as well as focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

We take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We have a strong Inclusion Team with a Wellbeing Assistant and a Nurture Lead who, under the support of the Inclusion Leader, provide time for children to talk about their worries across the school. We encourage all children to use our Bubble System. Staff are trained to understand, recognised and respond to children when they appear or state that they are concerned, unhappy or worried.

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support. We provide contact details for outside agencies, e.g. Childline, NSPCC. Childline posters are exhibited throughout the school.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.

We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it. We will encourage the use of worry boxes, the bubbles scheme and our Wellbeing Assistants during Learning for Life lessons so children know who they can talk to if they don't feel safe.

Roles and Responsibilities with regards to child on child abuse, including sexual violence and sexual harassment

All School Staff:
All staff have a key role to play in identifying concerns early and in providing help for children who may have experienced child on child abuse and/or sexual violence or sexual harassment from another peer or be the deliverer of this. All staff are aware that they do not need to wait for a disclosure before acting; other indicators of safeguarding concerns include, overhearing conversations, changes in behaviour of the child, seeing images of devices (which may be confiscated by staff). Staff are aware that they can ask children outright if they have been harmed, and what the nature of the harm was.

To achieve this, in addition to any general safeguarding responsibilities, they will:

- Know the indicators of sexual violence or sexual harassment
- Be aware that children with SEND are more vulnerable to sexual violence and sexual harassment and also are more likely to have more difficulty communicating their experiences and concerns.
- Ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering sexual violence or sexual harassment.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection and safeguarding policy and procedure and speaking to the designated safeguarding lead or a deputy
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe from sexual violence and sexual harassment.
- Maintain an attitude of "it could happen here" with regards to sexual violence and sexual harassment.
- Know how to respond to a child who discloses or indicates that they have experienced sexual violence or sexual harassment from a peer by following their training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).

The Headteacher
In addition to and any general safeguarding responsibilities, the Headteacher will ensure that:

- The school has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

- The school's staff have appropriate knowledge of part 5 of the government's KCSIE 2026 guidance (Child on child sexual violence and sexual harassment).
- All children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case. Also that comprehensive records of all allegations are kept.
- Where there is a safeguarding concern in relation to sexual violence or sexual harassment that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Staff recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, and that they may face additional barriers when recognising that they are being sexually harassed. It is also recognised that these children are more prone to child on child abuse than other children. Furthermore, it is acknowledged that those children with SEND or certain health conditions may experience communication barriers and difficulties in managing or reporting these challenges.
- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online and in relationships.

The Designated Safeguarding Lead:

In addition to any general safeguarding responsibilities, the DSL will:

- Hold the lead responsibility for child on child sexual violence and sexual harassment) in the school, this responsibility is not able to be delegated.
- Follow DfE and KCSIE guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a pupil abusing another pupil within the school.
- Follow KCSIE Part 5 and be confident as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident as to how to access this support when required.
- When there has been a report of sexual violence, make an immediate risk assessment (identifying risks and needs) in the form set out in Appendix 3. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Ensure staff are trained and informed of updates in recognising and responding to sexual violence and sexual harassment, and that training is updated at least once a year.
- If required, discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues in order to prepare the school's policies (especially the child protection policy) and responses,

The Deputy Designated Safeguarding Lead(s):

In addition to any general safeguarding responsibilities each Deputy DSL will, in the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children from sexual violence and sexual harassment from other children.

The Governing Body:
All members of The Governing Body understand and fulfil their responsibilities to ensure that child protection is at the forefront of process and policy development and that a whole school approach to safeguarding is facilitated, including sexual violence and sexual harassment.

Responding appropriately to incidents of Sexual Violence and Sexual Harassment between peers in school

Dealing with disclosures of child on child abuse

All staff
Children making a report of child on child abuse, sexual violence or sexual harassment will be taken seriously, kept safe and be supported.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English or children with SEND. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

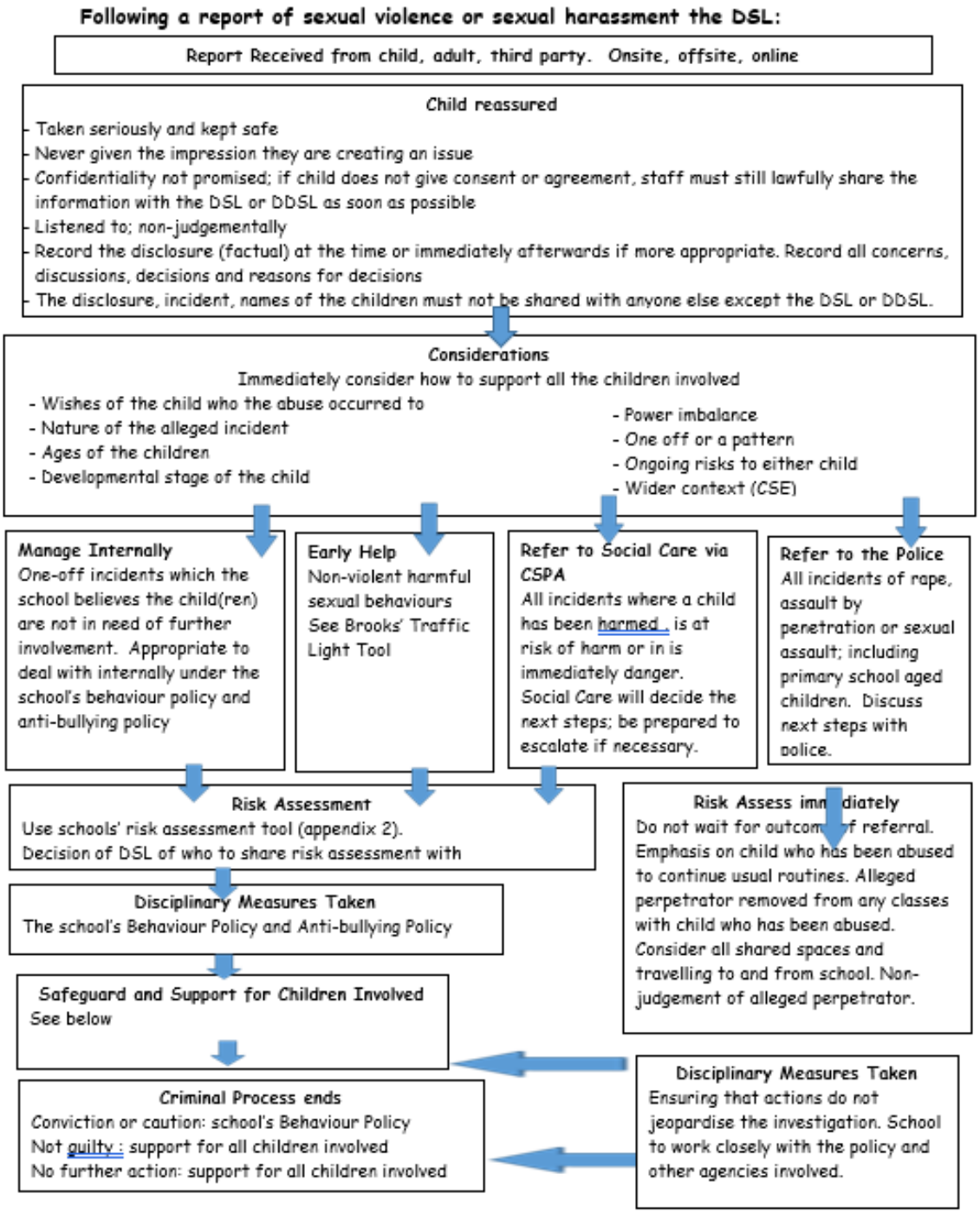
All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the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

Members of the school's safeguarding team, including the DSL, have been trained in using the Brook Traffic Light Tool. This resource uses a traffic light system (see below) to categorise the sexual behaviours of children and young people and once Brook training has been undertaken it can be used to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

If a member of staff spots signs or indicators of sexual violence or sexual harassment from another child, or they have a disclosure of an incident of this nature made to them they must:

- Make an initial record of the information related to the concern (see section below 'Dealing with Disclosures)
- Report it to the DSL immediately.
- Discuss the steps to be taken with the DSL with regards to all the children involved in the incident. The flow chart in Section 13 below 'Raising Safeguarding Concerns About a Child at Westfield Primary School provides the response path (Further investigations of the incident by the staff member or by the DSL may be required before next steps can be determined) and the flow chart below (which relates directly to cases of reported sexual violence and sexual harassment) 'Following a report of sexual violence or sexual harassment the DSL'.



- Behaviour log completed by the staff member reporting the incident if requested to by the DSL (confidentiality and the nature of the incident may mean that the incident cannot be reported on a behaviour log).
- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

- Make an accurate, factual record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions in which they were involved.
  - Any injuries; uploading a copy of a completed body map
  - Explanations given by the child / adult
  - Rationale for decision making and action taken
  - Any actual words or phrases used by the child

- Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMS. Records recorded on CPOMS must be through the author's own log in account. The record needs to be completed by the adult that received the information.
- In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA and the police if appropriate, if there is the potential for immediate significant harm.
- Safeguarding records will clearly record the concern, actions taken, decisions made, the rationale for those decisions and, where appropriate, the outcome. This includes recording where a decision is made not to make a referral to another agency.
- Reports and evidence will be analysed to look for patterns and trends in year groups, areas of the school, online programmes and contextual factors. These will be addressed through SLT discussion.

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

For each incident that arises, the school will complete a Risk and Needs Assessment in the form set out in Appendix 3.

Reporting to C-SPA (usually DSL but staff can also do this but staff must be prepared to refer directly in exceptional circumstances)

i. Using the Surrey Safeguarding Children Partnership (SSCP) Continuum of Support (Appendix 2) decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate.

ii. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk

or could impact a police investigation. The child's views should also be taken into account.

iii. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA consultation line on 0300 470 9100 by sending a Requesting for Support Form by secure email to: cspa@surreycc.gov.uk. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken

iv. If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns

v. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the early help.

vi. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

vii. When a pupil needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

viii. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

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

Action: The DSL will consider:

- The wishes of the child who has experienced the child on child abuse.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.

- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to the victim, other children or staff.
- Other related issues or wider context.

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

Options: The DSL decision making regarding the issue with the following possible options:-

- Manage internally
- Early Help intervention
- Refer to C-SPA
- Report to the police (generally in parallel with a referral to C-SPA)

All concerns, discussions, decisions and reasons for decision will be recorded electronically on CPOMS.

Risk Assessment:-
Following a report, the DSL will make an immediate risk assessment (identifying risk and needs) in the form set out in Appendix 3 on a case-by-case basis.

The Risk assessment will consider;

- The child who experienced the sexual violence or sexual harassment, especially their protection and support.
- The alleged perpetrator, their support needs and any sanction.
- All other children at the school.
- The children involved sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

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

Support regarding risk assessments can be accessed from the Surrey Education Services Education Safeguarding Team Resources Hub.

Confidentiality:

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will remain aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the

view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of the behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The school recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

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

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

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Safeguarding and supporting the child who experienced the abuse

The school thinks carefully about the terminology we use to describe the children involved. The needs and wishes of the child who experienced the abuse should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the child who experienced the abuse, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make their daily experience as normal as possible, so that school is a safe space for them.

Certain facts will need to be considered in terms of the school's response; for instance, the age and the developmental stage of the child involved, the nature of the allegations and the potential risk of further abuse.

The school is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the child who experienced the sexual violence or sexual harassment and the child who delivered it.

The child who experienced it should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

The school will also consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of sexual assault.

Support may include:

- Early help and children social care support as set out in Part 1 of Keeping children safe in education. These will be contact through a referral to the CSPA.
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for children of sexual violence. They are based within the specialist sexual violence sector and will help the children understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with the school to ensure the best possible outcomes for the child. Police and social care agencies can signpost to ChISVA services (where available), or referrals can be made directly to the ChISVA service by the school. Contact details for ChISVAs can be found at Rape Crisis (England & Wales) and The Survivors Trust.
- Child and adolescent mental health services (CAMHS)
- Surrey's Assessment Consultation Therapy (ACT) Team work with children and their families when there are concerns about a child's sexually harmful behaviour.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. School and families can contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting boys.

- NHS - Help after rape and sexual assault provides a range of advice, help and support including reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If childrenor their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provide free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.

Working with parents and carers

The school will, in most instances, engage with all of the involved children's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The school should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

The school should meet the parents or carers of the child who experienced the sexual violence or sexual harassment with the child present to discuss what arrangements are being put in place to safeguard the child and understand their wishes in terms of support they may need and how the report will be progressed. The school should meet with alleged child's parents or carers to discuss any arrangements that are being put into place that impact an alleged child, such as, for example, moving them to a different class and what this means for their education. The reason behind any decisions should be explained. Support for the child should be discussed. The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how the children involved are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations. Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Organisations that support parents will be accessed to support the parents.

Safeguarding other children

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely

to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school should be doing all they can to ensure all children involved and any witnesses, are not being bullied or harassed. Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between the children involved and a very high likelihood that friends from either side could harass the children involved online and/or be sexually harass themselves. Online safety is discussed earlier in this policy.

School transport is a potentially vulnerable place for children following any incident or alleged incident. The school, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

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

It is important that the school keeps their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

Detailed provisions relating to sexual abuse, sexual assault, sexual violence and harassment

Sexual Abuse

Sexually harmful behaviour from a child is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching another, sexual assault, abuse or violence.

Children can experience child-on-child sexual abuse in a wide range of settings, including at school, at home or in someone else's home, in public spaces and online. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2026).

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

As children develop healthily, it's normal for them to display certain types of sexualised behaviour. It's important that adults who work or volunteer with children can identify if any sexualised behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe. It is as equally important that all staff see abuse as abuse and understand that it should never be tolerated or passed off as 'banter' or 'part of growing up'.

Upskirting

The Voyeurism (Offences) Act which is commonly known at the Upskirting Act came in to force on 12th April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing either genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliations, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

The response to this in schools need to be the same as child on child sexual abuse and may including contacting the police. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Children making a report of sexual violence or sexual harassment including "upskirting" will be taken seriously, kept safe and be well supported.

If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE July 2022) guidance (as amended).

The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection. See further information on searching electronic devices and confiscation below.

Staff taking the report will inform the DSL or a Deputy DSL immediately.

Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the C-SPA securely email: cspa@surreycc.gov.uk or telephone 0300 470 9100, as appropriate.

Sexual violence and harassment

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

It is recognised that child-on-child abuse can be through harassment and misogynistic messages. Furthermore, non-consensual making or sharing of nude or semi-nude images and videos is viewed by staff as abuse from peers, as is sharing of abusive images and pornography to those who do not want to receive such content. Sexual violence can also include an online element which facilitates, threatens and/or encourages sexual violence. Staff also recognise that forcing someone to strip, touch themselves sexually or to engage in a sexual act with a third party is abuse.

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

Staff know the indicators of child on child abuse even if not reported, and understand the importance of challenging inappropriate behaviours between peers and knowing that not doing so creates an unsafe environment and leads to a culture that normalises abuse. Staff also understand that abuse takes place in school, out of school, including online.

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 recognised that victims will likely find the experience distressing, particularly if the perpetrator(s) is visible to them each day, and will be supported in school. It is also important that other children and school staff are supported and protected as appropriate.

Detailed definitions.

Sexual Assault

Sexual assault is any unwanted, non-consensual, or inappropriate sexual act or sexual touching. In a primary school context, children are not legally able to consent to sexual activity, and therefore any sexual act involving a child is a safeguarding concern. Sexual assault may involve a single incident and can include sexual touching, forced sexual activity, penetration, attempted penetration, coercion, or any sexual contact that causes harm, distress, fear, or humiliation.

When considering behaviour between children, the school will assess the incident within the context of the child's age, developmental stage, understanding, intent, and any imbalance of power. The Brook Sexual Behaviours Traffic Light Tool will be used to help distinguish between developmentally expected sexual curiosity and behaviours that are harmful, abusive, or indicative of unmet safeguarding needs. Normal childhood curiosity about bodies, relationships, privacy, or anatomical differences may be considered green-light behaviour, whereas behaviour that is persistent, coercive, involves secrecy, intimidation, significant age differences, or causes harm or distress to another child may constitute sexual assault and require an immediate safeguarding response.

Sexual Abuse

Sexual abuse is a form of child abuse that occurs when a child is involved in sexual activities that they do not fully understand, cannot consent to, or are not developmentally prepared for. Sexual abuse can be perpetrated by adults or by other children and often involves an imbalance of power, trust, authority, age, strength, or understanding. It may occur through a single incident but more commonly involves repeated behaviour over time.

Sexual abuse frequently includes grooming, whereby an individual deliberately builds a relationship with a child to gain trust, create secrecy, and facilitate abuse. Sexual abuse may involve physical contact, such as touching or penetration, but can also occur without physical contact, including exposing a child to sexual activity, sexual images, indecent exposure, online sexual abuse, encouraging or coercing a child to create or share sexual images, or engaging a child in sexualised conversations or behaviour.

In assessing concerns, the school recognises that some sexual behaviours displayed by children may reflect normal developmental curiosity rather than abuse. The Brook Sexual Behaviours Traffic Light Tool provides a framework for considering whether behaviours are:

Green – developmentally appropriate, spontaneous, mutual, and easily redirected;

Amber – behaviour that is unusual for the child's age, persistent, inappropriate, or raises concerns about underlying vulnerabilities; or

Red – behaviour that is coercive, exploitative, harmful, age-inappropriate, involves significant power imbalance, force, threats, secrecy, or causes harm to another child.

The school will therefore avoid criminalising normal childhood curiosity while ensuring that any behaviour causing harm, involving coercion, exploitation, grooming, or abuse of power is recognised and responded to promptly in accordance with safeguarding and child protection procedures. Any incident will be considered on a case-by-case basis, taking account of the child's developmental stage, understanding, intent, the nature of the behaviour, and the impact on those involved.

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence),
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. See UKCIS Sharing nudes and semi-nudes: advice for education settings
  - sharing of unwanted explicit content
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats, and
  - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

The school will consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

The school will consider when any of this crosses a line into sexual violence by talking to and considering the experience of the victim.

Sexual violence

Sexual violence is an overarching term that includes sexual assault, sexual abuse, and sexual harassment. The term encompasses behaviours that cause physical, emotional, psychological, or sexual harm and must always be treated as a safeguarding concern. All allegations, disclosures, or concerns relating to sexual violence will be taken seriously and managed in line with the school's safeguarding and child protection policy.

The school is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NB: sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NB: this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or

penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

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

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context. HSB may be an indicator of the perpetrator also being a victim of abuse.

The school's ~~s~~ response to HSB:

Advice on stages of typical sexual development and behaviour for different age groups and guidance on responding to children who display sexualised behaviour can be found in Sexual development and behaviour in children NSPCC Learning. https://learning.nspcc.org.uk/child-health-development/sexual-behaviour.

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours, school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognise that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

For each incident that arises, the school will complete a Risk and Needs Assessment in the form set out in Appendix 3.

The school will regularly review all incidents of sexual violence or harassment, child on child abuse and online abuse to identify possible patterns of behaviour and to influence and formulate future policy provisions and procedures.

19. Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. We recognise that bullying can occur in many forms, including face-to-face, online, prejudiced-based and discriminatory. It can occur between individuals, between groups and between those in intimate relationships.

A definition of bullying is provided by the government in Preventing and Tackling Bullying July 2017 (as amended):
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

We keep a record of known bullying incidents which is shared with, and analysed by the governing body. All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or Transgender (LGBT) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the

anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures.

Learning For Life (PHSE) education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and the school is aware that there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms, Apps such as WhatsApp, online game platforms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the alleged victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

20. Online Safety / Cybercrime / Artificial Intelligence ("AI")

The school has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents. We follow "Teaching online safety in schools"; (January 2023) to guide practice.

The school has established mechanisms to identify, intervene in, and escalate any concerns where appropriate. We also have a clear policy on the use of mobile and smart technology.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce.

CORE	Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

Children are taught about their "digital tattoo" which allows others to make judgments about them based on their online posts.

Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, X (formerly known as Twitter), Instagram, Snapchat, YouTube, WhatsApp, TikTok, Instagram and Voodoo and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist, conspiracy theories or sexual behaviour such as making sexual comments, sexual requests, sending/receiving sexual images and videos of themselves and others, webcam photography or face-to-face meetings. They may also be used to provide misinformation and disinformation (otherwise known as 'fake news') to children.

Artificial intelligence may also be used to create, alter or distribute harmful or abusive material involving children, including digitally manipulated or wholly AI-generated nude or semi-nude images and videos. Any such material will be treated as a safeguarding concern and managed in accordance with the school's child protection, online safety and searching and confiscation procedures.

Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. They are also vulnerable to engage in commerce, including gambling.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training (which, amongst other things, includes an understanding of the

expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. The school online safety co-ordinator is Miss K. Beattie who reports to the Safeguarding Lead Ms J. Findlay.

The school works in partnership with parents in order to engage them in online safety measures for their children.

The school follows the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Filtering and monitoring

The governing body and the leadership within school take all actions that they reasonably can to limit pupils' exposure to risks from the school's IT system and consider the filtering and monitoring standards published by the Department for Education: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges (updated September 2026)

The governing body ensure that appropriate filters and monitoring on school devices and school networks and systems are in place and regularly review (at least annually) their effectiveness, and they discuss with relevant staff and service providers what more can be done to support this. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. They also consider the number of and age range of pupils in school, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The annual review of the effectiveness of filtering and monitoring will be led by the Inclusion Leader and DSL with relevant IT support. The review will include checks that filtering and monitoring are working appropriately on all internet-connected devices and in all relevant locations. A record of the review, its findings and any actions required will be maintained.

The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning and the monitoring strategies should be effective and meet the safeguarding needs of the school.

Government supported online safety websites provide information to support governing bodies to keep children safe online (including when children are at home). Please see below list of links on the section entitled **Further advice on safeguarding and child protection is available** for guidance and information.

We also access, when considering how to plan, what to buy, how to use and how to buy computer related products, the 'schools' buying strategy' and the Guidance of Plan Technology for your School tool (as updated from time to time).

The school also refers to the DFE's Generative AI: Product Safety Expectations (January 2025) (as amended) to support the use of generative artificial intelligence safely, and to ensure its filtering and monitoring requirements apply to the use of generative AI. We also refer to the DFE's
Information and Policy paper Generative artificial intelligence (AI) in education (August 2025 as updated) https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education

21. Racist Incidents

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

22. Radicalisation and Extremism and Terrorism

Full detailed advice on these issues can be found in the school's separate Preventing Radicalisation and Extremism policy.

The Statutory guidance The Prevent Duty can be accessed via this link.

Westfield Primary School has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance (2023) (as amended).
https://www.gov.uk/government/publications/prevent-duty-guidance
, to have due regard to the need to prevent people from being drawn into terrorism.

The strategic objectives of the Prevent Duty are:

i. tackle the ideological causes of terrorism;

ii. intervene early to support people susceptible to radicalisation;
iii. enable people who have already engaged in terrorism to disengage and rehabilitate.

Radicalisation is defined as 'the process of a person legitimising support for, or use of, terrorist violence'. *(Prevent Duty Guidance for England and Wales - December 2023);*

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas *(Prevent Duty Guidance for England and Wales, December 2023).*

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

Ideology is defined as '"A terrorist 'ideology' is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory." (*Prevent Duty Guidance for England and Wales 2023*)

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.

The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014). The

school ensures that pupils understand how people with extreme views share these with others, especially using the internet.

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

All pupils are helped to understand the dangers of radicalisation and exposure to extremist views, building resilience to the ideological causes of terrorism against these and knowing what to do if they experience them.

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence for external speakers and private hire facilities, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance.

Report concerns that a child may be at risk of radicalisation or involvement in terrorism, following the Prevent Referral Process and use the Prevent Referral Form. For information or support for the referral process, call 07795 043842 or 01865 555618 .

If the matter is urgent, the Police must be contacted by dialling 999. In cases where further advice from the Police is sought, dial 101 or contact the Counter Terrorism Security Advisers (CTSA) for Surrey on ctsasurrey@thamesvalley.police.uk

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability can be found in the school's separate Preventing Radicalisation and Extremism policy. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com).

23. 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.

It involves the use of power and coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

According to the Domestic Abuse Act 2021 the statutory definition of domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious, long lasting emotional and psychological impact on their behaviour, wellbeing and understanding of healthy, positive relationships, including impacting upon their own personal, intimate relationships. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any person 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

The school is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Schools; where every school day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

24. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child sexual exploitation and child criminal exploitation are forms of child abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, including vehicle crime. Whilst age may be the most obvious, this power imbalance can also be due to range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic and other resources. Most sexual abuse is committed by those previously known to the victim.

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 of facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be one off occurrence or a series of incidents over time. It can 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 to be consensual. As well as being physical it can be, facilitated and/or take place online or occur through the use of technology. In many cases, the child may not realise they are being exploited or abused, for instance, believe that they are in a loving relationship.

These can be committed or facilitated by an individual, organised network or gang, and the victim may identify as being part of this group and may not recognise that they are being exploited.

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.

All staff are aware of the link between online safety and vulnerability to exploitation.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed immediately to the DSL.

The School is aware there is a clear link between regular non-attendance at school and CSE or CCE. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk..

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of school. All staff, especially the DSL and DDSLs, 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 sexual exploitation, sexual abuse, criminal exploitation, County Lines and serious youth violence.

The DSL will consider the published Surrey Safeguarding Children Partnership guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and email a Request for Support Form. If a child is in immediate danger the police should be called on 999.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE or CCE so staff must be particularly vigilant to potential indicators of risk.

The school includes the risks of sexual exploitation in the Learning for Life (PHSE) and RSE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;

- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include: Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Child Criminal Exploitation & Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect. It includes both actual violence and threats of violence.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems. Children may become trapped as they, or their families, may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons for their own protection.

Criminal exploitation of children is a typical feature of county lines criminal activity with children being exploited to move and store drugs and money. "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily

crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". 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 are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. . Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs. A referral to the National Referral Mechanism should be considered with Social Care and Police colleagues if it is considered that an individual is at risk to modern slavery in this sense.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Those children involved in criminal exploitation need to be treated as victims even though they may have committed crimes themselves. Victims are not always recognised and can be criminalised for actions they take while under coercion, which is a significant concern. 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.

A referral to the C-SPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Serious Violence

Serious violent youth crime' is defined by the Home Office Assessment of Policing and Community Safety (APACS) as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19'

Indicators of involvement with serious violent crime

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs and may be at risk of criminal exploitation
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries
- association with other young people involved in exploitation.

Staff are aware that violence can often peak in the house just before and after the children attend school which includes travelling to and from school.

Staff will remain alert to indicators that a child may be at risk of serious violence, including changes in behaviour or attendance, unexplained injuries or possessions, changes in friendship groups, association with individuals involved in criminal activity, signs of exploitation, self-harm or significant changes in wellbeing.

The school will consider the wider context in which the child is living and the possibility that multiple safeguarding risks may overlap, including criminal exploitation, county lines, serious youth violence and online harms.

25. Modern Slavery

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

Staff will be alert to the possibility that children experiencing criminal or sexual exploitation may also be victims of trafficking or modern slavery. A child may be exploited by an individual or an organised network or gang and may not recognise themselves as a victim.
Where there are concerns that a child may be a victim of trafficking or modern slavery, the DSL will consider referral to children's social care and the police and will consider the appropriate National Referral Mechanism process with relevant agencies.

26. Making or Sharing nudes and semi nudes

The practice of children making, sharing, sending or receiving nude or semi-nude images and videos via text message, email, social media or mobile messaging apps has become commonplace. This may occur consensually or non-consensually and may involve photographs, videos, livestreams or digitally altered or wholly AI-generated material, including deepfakes or deep nudes. This includes material created by the child themselves, created by another person, digitally altered or wholly generated using artificial intelligence. Such imagery involving anyone under the age of 18 is unlawful.

All incidents involving the making or sharing of nudes or semi-nudes involving children will be treated as safeguarding concerns.

Sharing nudes and semi-nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

A child may take, send, receive and send on inappropriate images due to peer-pressures, risk taking, see what might happen, not consider the circumstances, intimidated by someone, threatened by someone, revenge, tricked/coerced, blackmail or images have gone viral.

All incidents of this nature should be treated as a safeguarding concern and in line with the Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024).

As a precaution, all mobile phones and other devices that can take images or can make contact with other devices (e.g. Smart Watches) must be handed in to the school office at the beginning of the school day to be returned to the owner at the end of the school day.

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.

If a member of staff becomes aware of an incident involving the making or sharing of nudes or semi-nudes they should follow the child protection procedures and refer to the DSL immediately.

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

See further information below relating to searching of electronic devices and when an incident might involve an indecent image of a child and/or video.

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

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).

- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to the making or sharing of nudes or semi-nudes before.
- Voyeurism occurred.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to C-SPA or the Police.

The DSL will record all incidents of making, sharing and sending nudes and semi-nudes, including the actions taken, rationale for actions and the outcome on CPOMS.

27. Honour-based Abuse

Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as virginity testing, hymenoplasty and breast ironing. They are a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

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

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in England and Wales under the FGM Act (2003) (as updated). It is a form of child abuse and violence against women. The Serious Crime Act 2015 sets out a mandatory reporting duty requiring teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl'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 girl resides by calling 101. The report should be made immediately.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

School staff are trained to be aware of risk indicators of FGM, which include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin

- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.

There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

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

Virginity testing and hymenoplasty

It is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022. It is also illegal for UK nationals and residents to do these things outside the UK.
https://www.gov.uk/government/publications/virginity-testing-and-hymenoplasty-multi-agency-guidance/virginity-testing-and-hymenoplasty-multi-agency-guidance

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 200 7008 0151.

One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

28. Private Fostering Arrangements

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

Children looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. They are a potentially vulnerable group who should be monitored particularly when the child has come from another country. In

some cases privately fostered children are affected by abuse, neglect and exploitation, or involved in trafficking, child sexual exploitation or modern-day slavery. Therefore, all staff are alert to possible safeguarding issues.

On admission the school will take steps to verify the relationship of the adults to the child who is being registered.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care at least six weeks before the arrangement is due to start. 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.

29. Mental Health

School has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose mental health problems, staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with one of the school's DSLs. School has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. School has access to the Mental Health and Behaviour in Schools Guidance (https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

30. Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse, neglect and exploitation.

The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority

looking after the child and contact arrangements with birth parents or those with parental responsibility.

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

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

The designated teacher for looked after children and previously looked after children will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the school and meet the needs of the child within their personal education plan.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher has responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.

31. Support for Children in Kinship Care

Kinship care occurs when a child is looked after full-time by a relative or a family friend ("connected person") because they cannot live with their birth parents. This includes formal arrangements (such as Special Guardianship Orders, Child Arrangements Orders, or Kinship Foster Care) and informal arrangements made within the family network.

We will request documentation to clarify who holds Parental Responsibility (PR) to ensure accurate records, safe dismissal procedures, and appropriate data-sharing compliance, while proactively offering pastoral support to the kinship family.

We recognise that children in kinship care may have experienced trauma, loss, or instability similar to those who are looked after by the local authority. We are committed to:

- Identifying and supporting kinship care families to ensure equity of access to education and pastoral care.
- Recognising kinship carers as the primary caregivers and ensuring they receive all relevant school communications, progress reports, and invitations.
- Maintaining strict confidentiality regarding the family's background while ensuring safeguarding staff are aware of any specific emotional or behavioural support the child may need.

The Virtual School within the Local Authority provides additional oversight and guidance, helping to ensure that children in Kinship care receive appropriate educational support and that their progress is monitored effectively in line with their needs.

https://www.gov.uk/government/publications/kinship-care-guidance-for-local-authorities
https://surreycs.trixonline.co.uk/chapter/kinship-care

https://trixcms.trixonline.co.uk/api/assets/surreycs/c14c6811-748c-427a-ad73-5dd344fcd0e8/kinship-care-offer-brochure-march-2026.pdf

32. Contextual Safeguarding

The school assesses the risks and issues in the wider community when considering the well-being and safety of children. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- sexual exploitation
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Staff are trained on contextual influences and follow the school procedures for reporting concerns.

33. Children with special educational needs or disabilities or health issues

The school recognises that children with special educational needs (SEN) or disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers that can exist when recognising abuse, neglect and exploitation in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

- the potential for children with SEN or disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges; and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so

Any reports of abuse will require close liaison with the DSL and the SENDCO.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities or certain medical conditions to help to keep them safe or keep themselves safe along with ensuring any appropriate support for communication is in place.

34. Children Absent from school and Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

The school recognises that children absent from school for prolonged periods and/or on repeat occasions and children missing education are at significant risk of underachieving, and becoming NEET (not in education, employment or training) later in life.

A child being absent from school for prolonged periods and/or on repeat occasions, and a child missing education can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

The school will follow procedures for unauthorised absence and for dealing with children who are absent from school particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of becoming children missing education in 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. This also includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Parents are asked to ensure that the school has at least two emergency contact numbers for their child and to update the school as soon as possible if the numbers change.

The school will ensure that there is a record of joiners and leavers as defined in The School Attendance (Pupil Registration) (England) Regulations 2024 and follow the guidance laid out by Surrey County Council for Safeguarding Children Missing Education available on Surrey Education Services (Education Safeguarding Team Resources Hub).

When removing a child's name, the school will notify the Local Authority of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the school register.

The school will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the school register in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- Notify the Local Authority within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new pupil.
- Notify the local authority if a pupil who is expected to attend the school fails to take up the place.
- Monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence; and address poor or irregular attendance without delay.

- Remove a child's name from the admissions register on the date that the child leaves the school.
- The school will notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.
- Where parents notify the school, in writing, of their intention to electively home educate the school will forward a copy of the letter to the Local Authority Education Inclusion Team. Elective Home Education Team.
- Where parents orally indicate that they intend to withdraw their child to be electively home educated and no letter has been received, the school will not remove the child from roll and will notify the Local Authority Education Inclusion Team at the earliest opportunity.
- When a pupil leaves the school, record the name of the pupil's new school and their expected start date.

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

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

35. Pupils Missing Out on Education (PMOOE) and Alternative Provision

The vast majority of children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE), because they are not accessing their education in school in the 'usual way'.

The school will gain consent (if required in statute) from parents to put in place alternative provision. Modified or reduced timetables can be requested, in discussion with the Inclusion Leader, by the parent or carer.

The school will ensure that parents (and the caseworker of the Local Authority where the pupil has an Education Health Care Plan (EHCP)) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed.

The school will keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the pupil is benefitting from it;

The school will monitor and track children attending alternative provision to ensure that the provision meets the needs of the child. The school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The school should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make, at least half termly, to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed with the possibility of termination of the provision.

The school will comply with regular data returns requested by the Local Authority, regarding all pupils, of statutory school age, attending alternative provision and/or on a reduced or modified timetable.

The school leadership will report to governors of any formal direction of a pupil to alternative provision to improve behaviour.

The school leadership will report to governor's information regarding the use and effectiveness of the use of alternative provision and modified timetables.

36. Searching and Confiscation

For more details of Searching, Screening and Confiscation, please refer to Searching, Screening and Confiscating Guidance (July 2022) (as amended).
https://www.gov.uk/government/publications/searching-screening-and-confiscation

When can a search be carried out

- A search can be considered if a staff member has reasonable grounds for suspecting that the pupil is in possession of:

- a prohibited item as listed below; or
- any other item banned by the school rules that the school rules identify as an item which may be searched for as listed below.

- Prohibited items are:
  - knives,
  - weapons,
  - alcohol,
  - illegal drugs,
  - stolen items,
  - any article that a member of staff reasonably suspects has been or is likely to used to commit an office or cause injury or damage,
  - fireworks,
  - tobacco products or cigarette papers; and
  - pornographic images.

- Additional items that the school rules identify as banned items which may be searched for are:
  - Vapes and vape accessories.
  - Laser pointers.
  - Aerosols.
  - Money especially in large amounts.
  - Any other item which a member of staff reasonably suspects has been or is likely to be, used to commit an offence or to cause personal injury or damage to the property of, any person including the pupil themselves.

Who can search and support from other staff members

- Only headteachers and staff authorised by the headteacher can carry out searches. Only the police can carry out strip searches, to which there are legal procedures that must be followed using the government document Searching, screening and confiscation Advice for headteachers, school staff and governing bodies July 2022 (as amended).

- The member of staff conducting a search must be the same sex as the pupil and there must be another member of staff present to witness the search unless
  - The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, **and** in the time available,
  - it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If this is the case, the person doing the search should report it immediately.

- All searches for prohibited or banned items in school will be recorded on CPOMS safeguarding reporting system. Recording of a search will include

- date, time, location of the search
- pupil name
- who conducted the search and any other adults present
- what was being searched for
- the reason for the search
- what items, if any, where found
- the follow-up action taken as a consequence of the search

- School staff have the power to search a pupil for any item if the pupil agrees. The staff member should ensure that the pupil understands the reason for the search and how it will be conducted prior to their agreement.

- Staff should be made aware that a child being in possession of prohibited items may mean that the pupil is involved in criminal exploitation, gang involvement or anti-social behaviour.

- The DSL must always be made aware of a search.

- The search may result in a referral to Children's Services or other outside agencies.

- When searching or screening, the pupil's individual needs, learning difficulties, age and understanding must be considered.

- Members of the SLT who are also DSL are trained in how to lawfully and safely search a pupil, including a pupil who is not cooperating.

Before a search

- A search can be considered if a staff member has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or an item banned by school from the above list.

- The authorised staff member must make the judgement on how urgent the need for a search is and consider the risk to the pupil, other pupils and staff.

- School CCTV footage should be used where appropriate to determine whether a search should be carried out.

- Before any search takes place, the staff member conducting the search should explain to the pupil why the search is going ahead, how and where and give them the opportunity to ask questions. If the pupil is not co-operating (co-operation will always be sought), the staff member must consider whether the pupil understands the instruction or what a search is, or had a previous distressing experience of being searched. Refusing to co-operate may lead to the member of staff issuing a sanction in-line with the school Behaviour policy and the staff member must consider, discussing with the headteacher,

whether it appropriate to use reasonable force to search for the items that are prohibited. During this time, the pupil must be kept away from other pupils whilst also being supervised, ensuring safety of all. Reasonable force cannot be used for items that are identified only in the school rules. This decision will be made on a case-by-case basis.

- The school will follow the DfE: Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026.

- The staff member needs to consider whether it is appropriate and sufficient in time to notify the pupil's parents that a search is going to take place of their child's belongings and outer clothing.

Where

An appropriate location, away from other pupils, on the school premises or where the staff member has lawful charge of the pupil, for instance, on a school trip, which provides privacy but is not confined.

The extent of the search

- A member of staff may search any goods over which the pupil has or appears to have control, including desks, lockers and bags.

- A member of staff may search a pupil's outer clothing (any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear), pockets, possessions (including bags) desks or lockers. Staff do not have the power to conduct a strip search. Only the police service can conduct a strip search and further information for this is in the document 'Searching, Screening and Confiscating Guidance (July 2022) (as amended).
  https://www.gov.uk/government/publications/searching-screening-and-confiscation

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

- The search of possessions can only be in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

- A metal detector to assist the search can be used.

What you can confiscate

During a "with consent" search authorised staff members can confiscate any item found under the school's general power to discipline, including those listed below for a "without consent" search.

During a "without consent " search Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils.
- Is a prohibited item or an item banned by school as outlined above.
- Is an electronic device that may contain files or data related to an office or which may be harmful to another person or the pupil themselves (this includes, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to criminal behaviour.
- Is evidence in relation to an offence.
- Might be harmful or detrimental to school discipline.

What to do with confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of dispose of unless you have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible
Other suspicious items that could be used to commit an offence or cause personal injury	Retain or dispose of; or deliver to the police if appropriate

Banned items as identified in the school rules	Return, retain or dispose of as appropriate.

In cases where there are multiple options, the school will use its professional judgement. Consider:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of
- The school can confiscate, retain or dispose of pupils' property, as a disciplinary sanction in certain circumstances e.g. to maintain an environment conducive to learning and safeguard the rights of other pupils to be educated.
- The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully.
- Staff should consider whether the confiscation is proportionate and necessary.
- In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day
- The school has the power to search without consent if we believe there are prohibited items, such as knives and weapons, stolen items, tobacco or cigarettes or any other item banned by school rules. Weapons and knives must be handed over to the police.

Searching Electronic devices

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.
- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video,

- The member of staff should confiscate the device, avoid looking at the device and refer the incident to a DSL immediately.

- The member of staff should set the device to flight mode or, if this is not possible, turn it off.
- Staff should never download or share the imagery, or ask a child to share or download it.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL.
- Staff should not delete the imagery or ask the young person to delete it.
- Staff should not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Staff should not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Staff should not say or do anything to blame or shame any young people involved.
- Staff should explain to the young person that they need to report it and reassure them that they will receive support and help from the DSL.
- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
- At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the C-SPA or the Police as appropriate.

After the search

- The pupil's parents will always be informed that a search has taken place and the outcome of that search as soon as possible.
- Full details of the search will be recorded on CPOMS as outlined above.
- Sanctions and consequences need to be inline with the school's Behaviour policy.
- The pupil may need support from the Inclusion Team following a search in order to support them to manage their emotions.

37. Remote Education

School communications with parents and carers will be used to reinforce the importance of children being safe online. Parents and carers are likely to find it helpful to understand what systems the school uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school their child is going to be interacting with online.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governors will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governors will ensure the school has appropriate

filters and monitoring systems in place and regularly review (at least annually) their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governors will consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning and the monitoring strategies should be effective and meet the safeguarding needs of the school.

38. Homelessness

The school recognises the importance of early intervention to prevent children becoming homeless, including where there is the risk of someone becoming homeless, intentionally homeless or rough sleeping. We will consider reporting concerns about the risk of homelessness and engage with other agencies to support relevant families.

39. School Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

Staff will consider whether repeated or prolonged absence, frequent missing episodes, repeated removal from the classroom, multiple suspensions, a part-time timetable or risk of permanent exclusion may indicate that a child requires additional safeguarding or Family Help support.

The school recognises that absence from school and exclusion from school may be indicators of abuse, neglect and exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

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

40. Children with family members in custody

Children with a family member in custody:

- Are at risk of poverty, stigma, bullying, isolation and poor mental health

- Might not do as well at school
- Are likely to feel the effects at home. For example, their family finances might suffer, or they might have to move or take on extra responsibilities at home

They may have been witness to or involved in the act(s) that had led to the custodial sentence. The police may have raided the home, there may be gang involvement, parental substance misuse, parental mental ill health or domestic abuse.

As a school, we have a duty to promote children's welfare – this includes taking action to enable all children to have the best outcomes and protect their mental health.

The child or their family might not tell the school due to fear of stigma. To protect children, adults may choose to lie to them, saying that their family member is 'working away' or "on holiday".

This may result in:

- Children isolating themselves due to embarrassment or become isolated and judged by others for an offence they did not commit. Some children and young people feel so ashamed of their situation that they do not tell others about their family member's imprisonment to avoid the risk of being bullied.
- Children losing regular contact or any contact with a person who held a significant role in their life.
- Changes in a child's family situation, e.g. where they live or family finances
- Changes in a child's behaviour and emotional wellbeing
- Children not concentrating as well and not doing as well at school

For children and young people this can lead to:

- poor physical and mental health;
- financial difficulties and poverty;
- anger and confusion about being lied to;
- fears for the parent in custody, especially if the prison is a long way from home;
- lack of support networks;
- significant trauma if they witnessed the arrest or the criminal activity that led to it;
- poor coping mechanisms, such as substance misuse;

- changes to behaviour;
- fear of being stigmatised by the 'prisoner' label;
- being bullied;
- feelings of significant loss or rejection;
- absence from education due to ill health, truancy, caring responsibilities etc.

https://safeguarding.network/content/safeguarding-resources/parental-issues/children-with-family-members-in-prison/.

41. Children and the Court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children aged 5-11 years at https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

42. Young Carers

A Young Carer is under 18 years of age and helps to look after a family member who has a disability, long term physical or mental health illness, or misuses substances. Caring can involve household chores, personal care, emotional support, communication support or looking after siblings and themselves. The level of responsibility assumed by a Young Carer is often inappropriate to their age and at a level beyond simply helping out with jobs at home which is a normal part of growing up.

At Westfield Primary School we believe that all children and young people have the right to an education, regardless of what is happening at home. When a child looks after someone in their family who has a long term physical or mental health illness, a disability, or misuses substances then he or she may need extra support to help them get the most out of school. Our Young Carers' Policy identifies how we will help any pupil who helps to look after someone at home.

Most Young Carers will meet the definition of a 'child in need' under the Children Act 2004 and may be entitled to an assessment from Children's Services. In the event of any young carers being considered to be at risk of significant harm the DSL should be notified immediately.

Our designated SLT member who has special responsibility for young carers is the Inclusion Leader, Ms. Julia Findlay.

Staff will remain alert to the possibility that caring responsibilities may affect a child's attendance, education, wellbeing, relationships, development or safety.

Where a child may benefit from additional support because of their caring responsibilities, the school will consider community-based early help or Family Help and will work with the child, parents or carers and relevant agencies as appropriate.

Where there are concerns that a young carer's circumstances involve neglect, abuse, exploitation or another safeguarding risk, the concern must be reported to the DSL.

43. Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others. Any use of reasonable force or restrictive physical intervention must be lawful, necessary, proportionate and reasonable in the circumstances.

Staff must follow the school's current Positive Handling and Physical Intervention Policy and relevant statutory guidance. Any use of physical intervention must be recorded, signed by any witnesses and reviewed in accordance with school procedures, including consideration of the child's individual needs and circumstances

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

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

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

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

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026 provides further detailed information.

The school has a Positive Handling and Physical Intervention Policy

44. Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff, including supply staff, temporary staff and volunteers should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0808 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details are readily available to staff by contacting the Clerk to the Governors, through the school office or emailing the Chair of the Governing Body directly on chair@westfield.surrey.sch.uk.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All doors in school have clear glass panels.

45. Checking the identity and suitability of visitors

All visitors to the school are required to verify their identity to the satisfaction of staff and to leave their belongings, including their personal mobile phone(s) and other devices that have the ability to record images, videos and sound, in a safe place during their visit.

If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the school. Visitors should be ready to produce identification.

Visitors are expected to sign into the school's Inventry system and wear a visitor's badge.

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

- Will be asked to show proof of a DBS, which will be checked alongside their Photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times unless DBS checked. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

All visitors will:

- Be requested to sign in on the Inventry system in the entrance
- Be issued a lanyard. A Blue lanyard is issued if evidence is shown of proof of an appropriate DBS and photo ID. A yellow lanyard is issued for those visitors with no DBS evidence.
- Be required to read the information on the back of the lanyard badge that explains safeguarding procedures if they have a concern and fire evacuation information.
- Be required to read the safeguarding posters in the reception area in order that they understand who the DSLs and Chair of Governors are in school.
- Acknowledge that if they have a safeguarding concern they will complete a Safeguarding Record Concern Form and immediately pass it to the DSL or, in her absence, to a Deputy DSL.
- Be required to put their personal devices with photographic or recording capabilities in their vehicles or handed to the office staff who will place them in a safe place in the office. If the visitor would prefer to keep these personal devices on them during their visit, a yellow lanyard will be issued and a member of staff will supervise them at all times during their visit. DBS professional visitors with work devices must not use them in communal areas and they must be switched off.
- Be required to not park in the ambulance/disable bay unless appropriate, and will be asked to not double-park. Direct to correct area of Adult Ed car park if no spaces available.

46. School Premises requirements

Toilets - We do not allow children into toilets designated for the opposite biological sex. Separate toilets are provided for boys and girls aged 8 and over. Should a child not want to use the toilet designated for their biological sex, we will consider whether we can provide an alternative toilet facility which will not compromise the safety, comfort, privacy or dignity of the child or of other children. All such requests will be recorded, communicated and reviewed regularly.

47. Equality, diversity and Inclusion

We recognise that certain groups of children may require additional consideration and support, including children with SEND, young carers, children with medical conditions, children who are absent from education, children in care or previously looked after, children experiencing mental health difficulties, and children who may be vulnerable to abuse, neglect, exploitation or extra-familial harm. Safeguarding decisions will always be made in the best interests of the child and with their welfare as our paramount consideration.

We recognise that some children may be at greater risk of harm, both online and offline, and that additional barriers may exist which can affect a child's ability to recognise, disclose or seek support when experiencing abuse, neglect, exploitation or other safeguarding harms. We understand that these barriers may be linked to a child's age, disability, communication needs, health needs, family circumstances, culture, ethnicity, faith, sexual orientation, gender, or other protected characteristics. We also recognise that safeguarding harms can be compounded by discrimination, prejudice, isolation, stigma or unequal access to support.

We are committed to providing a child-centred, inclusive and anti-discriminatory safeguarding response that promotes equality, diversity and inclusion. All children have the right to be protected from harm and to receive support that recognises their individual needs, lived experiences, strengths and vulnerabilities. Staff will remain professionally curious and take positive action to ensure that no child is disadvantaged or overlooked because of a protected characteristic, additional need or barrier to communication.

Mental health difficulties
The school recognises that mental health difficulties may sometimes be an indicator of abuse, neglect or exploitation, but that mental health concerns are not in themselves necessarily safeguarding concerns.

Where a mental health concern is accompanied by indicators of abuse, neglect, exploitation, self-harm, suicidal ideation or another safeguarding risk, staff must follow the school's safeguarding procedures and report the concern to the DSL or deputy without delay.

Medical conditions
Where concerns about a child's medical condition, treatment or health needs indicate possible abuse, neglect, exploitation or other harm, the concern must be reported to the DSL in accordance with the school's safeguarding procedures.

We will consider the child's individual circumstances and the wider context in which the child is living, including family, peer, school and online environments.

Children who are questioning their gender
We are committed to safeguarding and promoting the welfare of all children, including children who are lesbian, gay, bisexual or gender-questioning. The fact that a child may be LGB or gender-questioning is not, in itself, a safeguarding concern. However, such children may be targeted by bullying, harassment, abuse or discrimination and staff should remain alert to these risks.

Where a child is questioning their gender or asks the school to support an aspect of social transition, the school will consider the individual circumstances carefully, including the child's safety, wellbeing and best interests, the child's wishes and feelings, the views of parents or carers, relevant safeguarding information and the school's legal duties.
Any request relating to names, pronouns, uniform, facilities, sport or other aspects of school life will be considered in accordance with the school's safeguarding duties, relevant legislation, statutory guidance and the school's policies.

Any concern that a child is experiencing bullying, harassment, abuse, coercion, exploitation, self-harm or other harm will be managed through the school's safeguarding procedures.

48. Trainee Teachers

Trainee teachers are subject to the school's safeguarding arrangements. Any concern or allegation relating to a trainee teacher will be managed in accordance with the school's safeguarding and allegations procedures and KCSIE 2026.

Where a trainee teacher is placed at the school through a teacher training provider, the school will work with the provider as appropriate. The school and provider will share safeguarding responsibilities and will cooperate with any investigation or safeguarding process.

49. Early Help & Families First:

Early Help and Families First delivers early intervention through family centres, parenting courses, and one-to-one home support via the Surrey County Council Early Help framework https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/early-help
It is a multi-agency approach that supports children, young people and families when difficulties are emerging, before concerns escalate to the threshold for statutory social care intervention. The service aims to:

- Identify needs early.
- Coordinate support around the child and family.
- Improve outcomes for children and young people.
- Build family resilience and independence.
- Prevent problems from escalating into crises requiring social care involvement.

It offers professionals and families access to information, advice and support at the earliest opportunity, reducing the likelihood of concerns escalating and improving outcomes for children.

Families First Assessments (FFAs) are 'offered' to families, and parents and/or carers must consent before an assessment is undertaken. We offer these when we consider a child, young person or family would benefit from additional support to address emerging needs and improve outcomes. The assessment helps to identify a family's strengths, needs and circumstances, ensuring that the right support can be provided at the earliest opportunity.

The Continuum of Support framework helps us work collaboratively with families, promoting early intervention wherever possible, whilst ensuring that children who are suffering, or are at risk of suffering, significant harm receive a prompt and appropriate safeguarding response. The framework informs, but does not replace, professional curiosity, professional judgement, or decision-making based on the individual needs and best interests of the child.

50. Safeguarding Separation

In accordance with the DfE guidance: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2026 https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf, **in exceptional circumstances** the school may temporarily prevent a pupil from attending the school site for safeguarding reasons where physical separation is necessary to manage a significant safeguarding risk and this cannot practicably be done in a way that lets one or more pupils remain on school premises.

Such action is not a suspension or permanent exclusion and will be managed in accordance with statutory guidance such as the Human Rights Act 1998 and the Equality Act 2010; and safeguarding requirements such as Keeping Children Safe in Education.

<u>Procedures</u>

- Inform the parents about the safeguarding separation without delay through a discussion (which may be on the telephone, Zoom or face to face) between the parents or carers, pupil and Headteacher or Inclusion Leader/member of the Senior

Leadership Team as appropriate, followed by a letter advising of the safeguarding separation

- Inform the Governing Body without delay.
- Inform the Local authority without delay. They may be required to arrange education if the school or parent doesn't
- Inform and supporting professionals, such as social workers or Family Support workers where appropriate.
- Make regular contact with the child from members of the school's Inclusion Team during the safeguarding separation. The aim of the contact will be to ensure of the wellbeing and safety of the child. The nature of the contact will be recorded on CPOMS by the Inclusion Team staff member.
- Arrange a reintegration meeting with parent(s) or carers and the pupil on their first day back from the safeguarding separation and complete a Reintegration form.

The school will support pupils to reintegrate successfully into school life and full-time education following separation for safeguarding purposes. Further details relating to the safeguarding separation procedure are contained within our Behaviour policies.

51. Related policies

This policy also links to our policies on:

Behaviour
Allergy Safety
Alternative Provision
Anti-bullying
Artificial Intelligence Workforce
Staff handbook
Staff Behaviour (Code of Conduct)
SEND
Whistleblowing
Health, Safety & Welfare
Allegations of abuse against staff
Low-level concerns
Complaints
Attendance
Curriculum
Learning for Life
Teaching and Learning
Supporting Pupils with Medical Needs, including Administration of Medicines
Drug Education

Relationships and Sex Education
Positive Handling & Restrictive Interventions
Online Safety, including staff use of mobile phones
Social Media
Risk Assessment
Safer Recruitment and Selection
Intimate Care & Toileting
Preventing Radicalisation and Extremism
Data Protection
ICT & Internet Acceptable Use
Wellbeing & Positive Mental Health
Looked After Children
Equality, Diversity, & Inclusion, & Belonging
Remote Education Provision Contingency Plan & Information for parents
Visitors Policy & Visiting Speakers Policy.
Educational Visits
Guidance Notes on Class and group live stream learning using video conferencing; Remote learning using video conference facilities; Using video conferencing facilities; and Staff working from home.

Further advice on safeguarding and child protection is available from

Surrey County Council Education Safeguarding Team
https://surreyeducationservices.surreycc.gov.uk/Services/4689

Surrey County Council Policy Guidance for Safeguarding Children Missing Education available on Surrey Education Services (Education Safeguarding Team Resources Hub).

Online Support
https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring

https://swgfl.org.uk/

IWF (Artificial Intelligence Guidance) https://www.iwf.org.uk/resources/ai-generated-child-sexual-abuse-material-professionals-resource/

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

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

Statutory Guidance to Relationships, education and sex education (RSE) and health education (2026) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

OFSTED publication on safeguarding during inspections
https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

Govt. UK Council for Internet safety (UKCIS) guidance (Guidance: Education for a Connected World): https://www.gov.uk/government/publications/education-for-a-connected-world

LADO Service Contact and Pathway https://surreyscp.org.uk/professionals/dealing-with-allegations-against-people-working-with-children

SEND
SEND Advice Surrey: Special Education Needs and Disabilities Information, advice and support
https://www.sendadvicesurrey.org.uk/#:~:text=SEND%20Advice%20Surrey%20is%20Surrey's,their%20parents%2Fcarers%20and%20professionals

Alternative Provision
Statutory Guidance for Local Authorities, Headteachers and Governing Bodies for Settings Providing Alternative Provision (February 2025)
https://www.gov.uk/government/publications/alternative-provision

Education for children with health needs who cannot attend school: DFE Statutory Guidance
https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

Appendix 1

Safeguarding Children and Young People Safe Working Practice Code of Conduct (2026-2027)

Westfield Primary School is committed to safeguarding and promoting the well-being of children and young people and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm; and to carry out their duty of care and take all reasonable steps to promote and ensure the health, safety and well-being of all members of the school community.

The staff code of conduct outlined below gives clarity to measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Head Teacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate.[1]

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- *Be familiar with and adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection & Safeguarding, Staff Behaviour (Code of Conduct), Allegations*

[1] It is the perception of the person subject to a remark or action rather than your stated intention that defines "appropriate" or "inappropriate".

and concerns regarding professional conduct of staff in relation to child protection, Positive Handling & Physical Intervention, Behaviour, Anti-Bullying, Social Media, Complaints Policy, Whistleblowing, Relationships and Sex Education, Online Safety, Intimate Care, Supporting Children with Medical Needs, Computer & ICT Acceptable Use. Preventing Radicalisation & Extremism and Health and Safety, etc.

- *Be familiar with and adhere to any relevant school risk assessments, risk management strategies and related temporary procedural changes that might be put in place from time to time.*
- *Behave in a mature, respectful, safe, fair, considered and professional manner at all times.*
- *Provide a good example and "positive role model" to the pupils*
- *Observe other people's right to confidentiality (unless you need to report something to the Head Teacher or DSL e.g. child protection concern).*
- *Treat all children equally; never confer favour on a particular child, or build "special relationships" with individual children, except where one to one working is part of a plan agreed with the Head Teacher or class teacher.*
- *Act and be seen to act, in the pupil's best interests.*
- *Ensure that whenever possible there is visual access and/or an open door in one to one situations with pupils.*

Report to a DSL

- Any situation where a pupil becomes distressed, anxious or angry.
- Any concern about a child.

Report to the Head

- Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.
- Any allegations against staff, supply staff or volunteers.

Report to the Headteacher or member of the Senior Leadership Team.

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.

You should never:

- Behave in a manner that could lead a reasonable person to question your conduct, motivation, intentions or suitability to care for other people's children.
- Touch children in a manner which is, or may be considered, sexual, threatening, gratuitous or intimidating.
- Push, hit, kick, punch, slap, throw missiles at, or smack a child or threaten to do so.
- Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating, threatening or otherwise offensive nature.
- Intentionally embarrass, humiliate or undermine children, for example, by using sarcasm or humour in an inappropriate way.
- Behave in an illegal or unsafe manner.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner.
- Personally discriminate either favourably or unfavourably towards any child.
- Make arrangements to contact, communicate or meet children outside of work.
- Develop "personal" relationships with children.
- Accept current or ex-pupils as 'friends' on social media sites such as Facebook. This is to prevent any possible misinterpretation (see Social Media policy).
- Use social media or WhatsApp/Messaging to discuss confidential information or to discuss specific children or the school (see Social Media policy).
- Use 'AI' to input confidential information or pupil information.
- Put photographs relating to school, including social functions, on social media sites and no comments relating to any aspect of school should be made, discussed or "liked" (Online Safety Policy).
- Use personal devices such as mobile phones or cameras to take photos or videos of pupils and only use school provided equipment for this purpose (Online Safety Policy).
- Use mobile phones in areas in school where children are present.
- Use mobile phones, E readers, tablets and/or SMART watches for personal reasons in front of pupils throughout the school day. They should be switched off (or silent) at all times. The exception to this is when staff are on a school trip and need to communicate with school staff only. There may be occasions where it is appropriate for staff to use a mobile phone or similar device, for instance to use multi-factor authentication.

Staff phones should be kept in bags or locked cupboards during the school day.

- Give or receive (other than "token") gifts unless arranged through the Head teacher, for example outgrown sports kit/ uniform.
- Undertake any work with children when you are not fit and in a proper physical or emotional state to do so.
- Engage in an online meeting with any pupil unless this has been agreed in advance with the Headteacher or member of the Senior Leadership Team.
- Record any online meeting with a pupil unless this has been agreed in advance with the Headteacher or member of the Senior Leadership Team.

I _____ have read the above and agree to abide by the Safe Working Practice Code of Conduct. ***I agree to the school carrying out a DBS check.***

Signed _____

Date:_____

The Head Teacher and the Governors of Westfield primary School, thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

Head Teacher Mrs Karyn Hing

Appendix 2 – Continuum of Support

Who to contact if you are concerned that a child is at risk of harm

Police: in an emergency - 999

Surrey Children's Single Point of Access (C-SPA): Consultation Line - 0300 470 9100. (advice only). Operated from 9am to 5pm

Out of hours phone: 01483 517898

NW C-SPA direct number: 0300 123 1630

Email for concerns for a child or young person: cspa@surreycc.gov.uk

Email for concerns for an adult: ascmash@surreycc.gov.uk

Local Authority Designated Officer (LADO) 0300 123 1650 (option 3) or LADO@surreycc.gov.uk

Monday to Friday from 9am to 5pm

'Request for Support Form' is needed when making a referral when there is a concern about a child. This can be downloaded by visiting: https://surreyscp.org.uk/documents/surrey-childrens-services-request-for-support-form/. Consent should be gained from the parent/carer prior to making a referral or, if consent cannot not be obtained or by doing so may place the child at risk of harm, the CSPA Consultation Line must be contacted and their advice followed.

The diagram below shows the different responses and support across the system of Surrey's Continuum of Support. For further information please visit: https://surreyscb.procedures.org.uk/zkyqqt/managing-individual-cases/continuum-of-support-for-children-and-families-living-in-surrey

Operation Encompass. To share information of disclosures with the police (going through P-SPA or C-SPA). P-SPA (Police Single Point of Access) that can be contacted to pass on further information related to an Operation Encompass or to share information on a non-urgent crime.
Tel: 01483 636451 or surreypoliceopencompass@surrey.pnn.police.uk

EHCP Support

L-SPA Helpline: 0300 200 1015 (9am - 5pm Monday - Friday) Single Point of Access for SEND Development of Learners

Sept 2026

Appendix 3 : Sexual Violence & Harassment Risk Assessment (risks and needs) format

Westfield Primary School
Risk and Needs Assessment for Sexual Violence and Sexual Harassment

Name of child	
D.O.B.	
Children's Services status	
Any specific safety and well-being concerns/learning needs	
Other professionals involved with the Child/family – name and role	
Date of initial risk assessment	

Details of the incident/behaviours that have led to this risk assessment. *Describe the types of behaviour or language observed, when and where it has happened, details of others involved, response of the child when behaviour was addressed, response of parents/carers when behaviour was reported to them.*

Overview of any other behaviour concerns. *Any use of violence, loss of control, problems in relationships, disruptive behaviour*

What are the concerns for school? *What are the specific behaviours of concern and what are the concerns about risk? Use the Brook Traffic Light model.*	
Who could be harmed and how? *Are there specific concerns about age groups, gender, vulnerable children/people?*	
Record any known triggers for the behaviour. *E.g. particular lessons, activities, times of day, peers, staff, activity outside of school etc.*	Record strategies to reduce or manage triggers. *E.g. Additional supervision or support, child identifying triggers and having Avoid, Control, Escape strategy, specific adults the child can make contact with etc.*
Record any risky locations identified. *E.g. Toilets, changing rooms, unsupervised areas of the school etc.*	Record strategies to minimise risk in identified location. *E.g. Use of different facilities, higher level of supervision, no go areas*

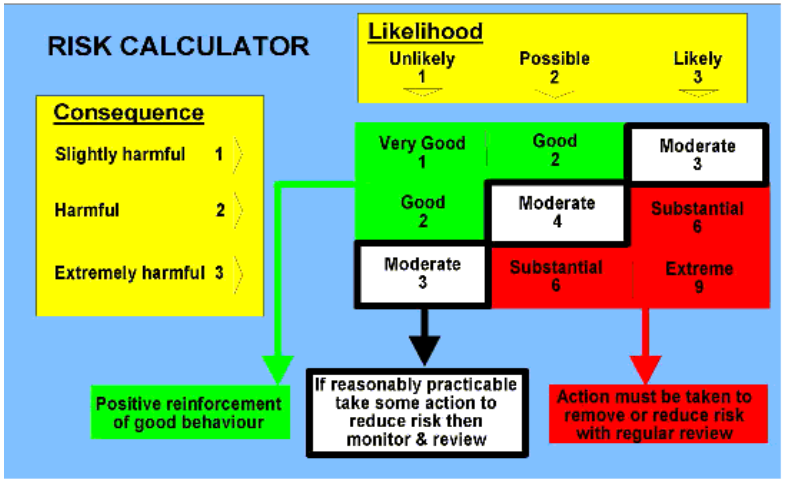
Record any risky activities including use of technology. E.g. school trips, sports lessons, use of internet, computers, phones etc.	Record strategies to minimise risk in identified activities. *E.g. Supervision, separate changing/rooms, monitoring of or removal of access to personal and school devices during school hours etc.*
Record transport arrangements to and from school and associated risks	Strategies to manage transport arrangement risks *E.g. Who is responsible for supervision during these times, is there an appropriate person available to manage risk and supervise etc.*

Record the child's strengths. *Where desistance from behaviour is noticed, positive relationships the child has in school, activities/lessons the child enjoys and engages in, positive attributes, skills, values etc.*

Referrals for external support *Include name of agency, support being sought and who will make the referral.*

Recommendations from other agencies working with child

Assessment of general risk

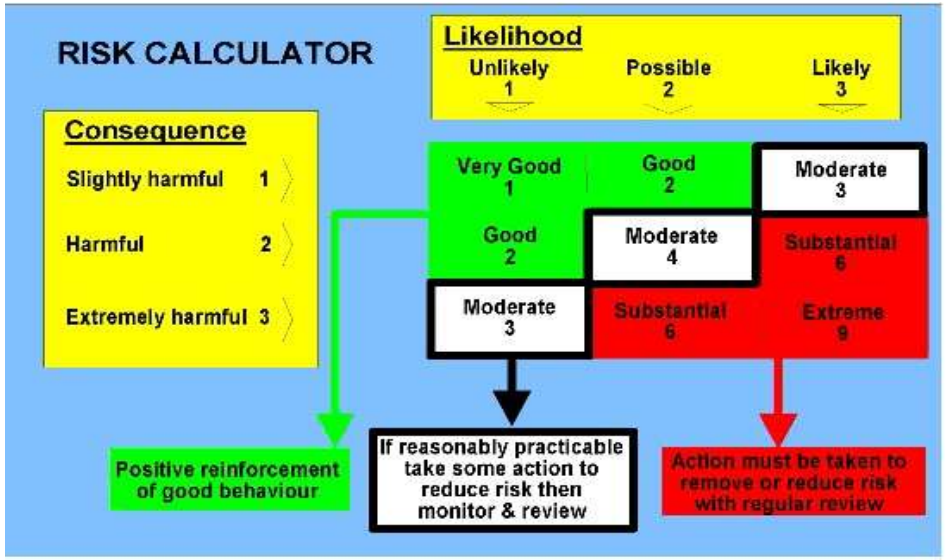


Item number	Hazard observed	Who may be harmed?	Risk rating before controls	Controls	Risk rating after controls

Review – how will you assess whether the level of risk has changed (decrease or increase)? What does the child need to work towards achieving/avoiding? *E.g. Change in the child's attitudes about their behaviour, change in child's approach to others, change in number and type of behavioural incidents etc.*
Date of next planned review;
Who needs to know about this risk assessment? Who will share it with them?

Agreed by		
Name	Role	Signature
	Headteacher	
	Designated Safeguarding Lead	
	Child	
	Parents/Carers	
	Other agencies	

Appendix 4 : Standard Risk Assessment (risks and needs) format –

Date of Risk Assessment and previous Risk Assessments;	**Westfield Primary School Risk Assessment for** **DOB:**
Assessor/s: **Risk assessment sent to:**	
Follow up assessment dates:	
Photo of child	**Context and information**

	Hazard Observed	Who may be harmed?	Risk rating before controls	Control measures/notes	Risk rating after controls

Parents' name(s)_____

Parents' signature_____ Date_____