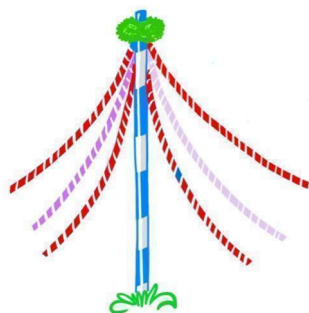


Maypole School



Child Protection and Safeguarding Policy

Sunbury

2025–2026

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Policy Availability and Review

This policy is available on our school website, and on request from the school office. We also inform parents and carers about this policy when their children join our school, and through our school newsletters.

The policy is provided to all staff on Induction, and at the start of the academic year, alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education.

In addition, all staff are provided with Part One of the statutory guidance and Annexe B '[Keeping Children Safe in Education](#)', DfE (2025).

This policy will be reviewed by the Governing Body on an annual basis. It is next due for review in September 2025

CONTENTS

| | |
|--|-----------|
| Introduction | 3 |
| Ethos | 3 |
| Roles & responsibilities | 5 |
| Safeguarding Training for Staff | 9 |
| Procedures for Managing Concerns | 10 |
| Types Of Abuse and their symptoms | 13 |
| Specific Safeguarding Issues | 16 |
| Working With Parents and Carers | 22 |
| Child Protection Conferences | 23 |
| Safer Recruitment | 23 |
| Safer Working Practices | 24 |
| Managing Allegations | 25 |
| Use Of Premises for Non-School Activities | 28 |
| Other Relevant Policies | 28 |
| Legal and Statutory Framework | 28 |
| | |

APPENDICES

| | |
|---|-----------|
| 1. Information Sheet For New Starters, Visitors & Volunteers | 30 |
| 2. Local Safeguarding Procedures | 31 |
| 3. Advice For Schools Where There Are Concerns About An Adult Who Works Within The Setting | 32 |
| 4. Covid-19 Arrangements | 34 |
| 5. Part One KCSIE 2024 | 35 |
| 6. Annex A KCSIE 2024 Safeguarding Information for school and college staff | 48 |
| 7. Annex B Further Information | 52 |

Introduction

Purpose and Aims of this Policy

The purpose of Maypole School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment, [whether that is within or outside the home, including online](#);
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

This policy will give clear direction to all staff including supply/agency staff, volunteers, visitors and parents/carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

Our Safeguarding duty to absent pupils

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The teaching staff will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse, neglect and exploitation, including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm. Please refer to our absent pupil protocols.

Who this Policy applies to

This policy applies to all pupils, staff, parents, carers, governors, volunteers and visitors.

Our Ethos

The child's welfare is of paramount importance, and is therefore central to our ethos. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

This is everyone's job

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and can instigate help and support to meet the needs of children as soon as problems emerge to prevent concerns from escalating. **All staff are advised to**

maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

Our approach to Safeguarding

At Maypole School we ensure that safeguarding and child protection is at the forefront and underpins all relevant aspects of process and policy development. We operate with the best interests of the child at our heart.

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

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

How the Curriculum is designed to support Safeguarding

Another reflection of safeguarding being so central to our ethos is that throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education will cover relevant topics in an age and stage appropriate way, through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. Further information can be found in the DfE guidance [‘Teaching online safety in school.’](#) and [‘Relationships Education, Relationships and Sex Education and Health Education.’](#)

The school’s Relationships and Sex Education policy can be found on the school’s website.

Working Together to Safeguard Children

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2025) and the Surrey Safeguarding Children Partnership (www.surreyscb.org.uk).

Co-ordination of early help when additional needs are identified

As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse, neglect and/or exploitation;
- is at risk of being radicalised or exploited;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- has a family member in prison, or is affected by parental offending;
- has unexplained and/or is persistently absent from education, including persistent absences for part of the school day.

Maypole School recognises the importance of providing help and support to meet the needs of our pupils and their families as soon as problems emerge.

Roles and Responsibilities

Local Authority Contacts

Surrey Single Point of Access (C-SPA) – 0300 470 9100 email: cspa@surreycc.gov.uk

Out of hours: 01483 517898 email: edt.ssd@surreycc.gov.uk

Emergency duty team if out of hours on 01483 517898

Local Authority Designated Officer (LADO):

Telephone: 0300 123 1650 (option 3) / 0772 082 8700 Email: lado@surreycc.gov.uk

Referrals for concerns of radicalisation - the Surrey Police Prevent Team

Email a referral form to: preventreferrals@surrey.pnn.police.uk

Surrey - North West Inclusion Team - Concerns regarding attendance

Woking, Surrey Heath and Runnymede Telephone: 01483 518130

Harmful Sexual Behaviours - Immediate actions

Professionals should report concerns immediately to Police and Surrey Children's Single Point of Access Monday – Friday 9am-5pm on 0300 470 9100 or Emergency duty team if out of hours on 01483 517898.

The attending Police Officer will complete a Single Combined Assessment of Risk Form (SCARF) for any victims and alleged abusers under 18.

Maypole School Contacts

| Role | Name | Contact details |
|--|--|--|
| Designated Safeguarding Lead (DSL) | Craig Reed Assistant Head Teacher | creed@maypoleschool.co.uk |
| Deputy DSL | Sukhvinder Guhman Executive Head Teacher | sguhman@maypoleschool.co.uk |
| Designated Safeguarding Lead - Pathways to Employment Offsite Provisions | Vivienne Clark Head of Pathways Offsite Provision | vclark@maypoleschool.co.uk |
| Mental Health Lead & Principal | Adrienne Cherrywood | acherrywood@maypoleschool.co.uk |
| Executive Head Teacher | Kitty Clark | kclark@maypoleschool.co.uk |
| Named Safeguarding member of Governing Body | Philip Prior | governingbody@maypoleschool.co.uk |
| Chair of Governors | Philip Prior | governingbody@maypoleschool.co.uk |

Responsibility of all Staff, volunteers and visitors

It is the responsibility of **every** member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body's Responsibilities

The Governing Body of Maypole School oversees the effectiveness of this policy, and our compliance with it and provides scrutiny and challenge to the leadership team.

The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Surrey Safeguarding Children Partnership policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2025);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is an appropriately trained member to deal with any issues in the absence of the Designated

Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.

- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed in section 7 of this policy.
- All staff undertake appropriate child protection training that is updated annually and on-line safety training.
- All staff will be aware of the school's filtering and monitoring processes to limit pupils access to inappropriate and unsafe internet content.
- All members of the Governing Body will undertake child protection training. Governors will ensure that they and the proprietor are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 and of their local multi-agency safeguarding arrangements. They will understand the definitions of '**protected characteristics**' and ensure that equality is at the centre of the school's ethos.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (2025);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

Principal & Executive Headteacher's Reports to Governing Body Meetings

The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Principal/Executive Headteacher's Responsibilities

The Principal /Executive Headteacher is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence, to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse, neglect or exploitation, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaison with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

Designated Safeguarding Lead's (DSL) Responsibilities

The Designated Safeguarding Lead is a senior member of the School's leadership team, who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out

their role in accordance with the responsibilities outlined in Annex C of [‘Keeping Children Safe in Education’](#).

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing and given to the DSL. The school has a separate DSL for the Pathways to Employment Offsite Provision.

During term time the designated safeguarding lead and or a deputy will always be available for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and / or any other relevant media.

The DSL/deputy DSL will represent our school at Child Protection conferences and Core Group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSL will maintain records and child protection files, ensuring that they are kept confidential and stored securely (see section 8 for more information.)

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school.

For children who are care leavers, the DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support each child.

The DSL(s) will work with the senior leaders, 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 by identifying the impact that these issues might be having on children’s attendance, engagement and achievement.

This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

We recognise that a child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Regarding children with a social worker, the DSL will use the information that they hold to make decisions in the best interests of the child’s safety and welfare, and to help promote educational outcomes. The DSL will ensure that 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.

Safeguarding Training for Staff

Induction training for new staff

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school’s safeguarding policy along with the staff code of conduct,

Part one and Annex B of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 7 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns. All reports are recorded electronically on CPOMS, and new staff will be shown the process to use during induction.

Every new member of staff or volunteer will receive safeguarding training during their induction period within one week of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also be made aware of the school's filtering systems and the monitoring process. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

Mandatory training for all Staff

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- and that daily de-briefing meetings will enable leaders to share information with relevant staff members as appropriate.

Information for all visitors

All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of who our DSL and Deputy DSL staff members are and what the recording and reporting system is. (See Appendix 2). This is in the form of a laminated poster that is displayed in the lobby and available in hard copy should it be requested.

Training for DSL, Deputy DSL, and selected senior staff

The DSL, the Deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Surrey School Services and the Children Safeguarding Partnership at least once every three years and/or an Online DSL elearning course every two years. The DSL and Deputy DSL will attend Designated Safeguarding Lead (DSL) training every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. The relevant members of staff will attend DSL forum meetings and Local Safeguarding Children's Groups throughout the year and will disseminate relevant information to the school team.

Training for members of the governing body

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for the Governing Body member to support them in their safeguarding role will be undertaken on appointment and annually.

Keeping up to date

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex B of '*Keeping Children Safe in Education*' (2025) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via [Surrey Safeguarding Children Partnership](#)

The school will ensure that all staff are kept up to date with specific issues as above.

Procedures for Managing Concerns

Surrey Safeguarding Children Partnership

Maypole School adheres to child protection procedures that have been agreed locally through the Surrey Safeguarding Children Partnership.

Staff attitude

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Reporting of Concerns

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse, neglect and exploitation. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is **not** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Who to report a concern to

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

How to complete a "Cause for Concern" form

All concerns about a child or young person should be reported **without delay** and recorded on CPOMS highlighting the **Cause for Concern** and alerting relevant staff to the record. Records should include:

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

Action by the DSL

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Surrey Single Point of Access (SPA) as required. All information, discussions and actions taken, including the reasons/rationale for any decisions made, will be fully documented. These recordings should include instances where referrals were or **were not** made to another agency such as LA children's social care or the Prevent programme etc.

Recording why you decided not to refer a matter to children's services may be as important as why you decided to do so. Recording the rationale for decisions even if that decision was to wait and monitor the situation, or not refer can be very useful to counter allegations and criticism that the school did nothing.

All referrals will be made in line with Surrey Children's Services procedures as outlined in Appendix 3.

What to do if there is a risk of immediate serious harm to a child

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Surrey Single Point of Access (SPA) immediately or directly to the police. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL / Deputy DSL. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Surrey Children Services, or the police if:

- the situation is an emergency and the DSL/Deputy DSL or other senior leaders are unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety.

If you feel that concerns about a child have not been responded to appropriately

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Chair of Governors.

If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Surrey Children Services directly with their concerns.

Concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

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

Concerns may arise through, for example:

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

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

Definition of low-level concerns

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

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

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

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and other
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

At Maypole School we promote a transparent and open culture by providing opportunities for staff to discuss and share both good and bad practice. We hold daily debriefs as a staff collective at the end of the school day where we work together to share strategies for unresolved issues, talk about physical interventions and incidents, and promote examples of working excellence and share successes.

The Principal, Executive Headteacher and Heads of School, as the line managers of the school staffing team, take an 'open door' approach to enable ready access to all members of staff to discuss concerns about any aspect of a colleagues performance. We also provide a staff code of conduct which outlines expectations and standards of all staff, and this is shared with staff annually and/or upon induction.

Responding to low-level concerns

If the concern is raised via a third party, the Principal or Executive Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The principal or executive headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The principal or executive headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

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

References

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

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

Types of Abuse and their Symptoms

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 fabricates the symptoms of, or deliberately induces, illness in a child.

| Physical abuse indicators | |
|--|--|
| Physical indicators | Behavioural indicators |
| <ul style="list-style-type: none">• Unexplained injuries – bruises / abrasions / lacerations• The account of the accident may be vague or may vary from one telling to another• Unexplained burns• Regular occurrence of unexplained injuries• Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion. | <ul style="list-style-type: none">• Withdrawn or aggressive behavioural extremes• Uncomfortable with physical contact• Seems afraid to go home• Complains of soreness or moves uncomfortably• Wears clothing inappropriate for the weather, in order to cover up• The interaction between the child and their carer |

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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

| Neglect Indicators | |
|--|---|
| Physical indicators | Behavioural indicators |
| <ul style="list-style-type: none">• Unattended medical need• Underweight or obesity• Recurrent infection• Unkempt, dirty appearance• Smelly• Inadequate / unwashed clothes• Consistent lack of supervision• Consistent hunger• Inappropriately dressed | <ul style="list-style-type: none">• Poor social relationships• Indiscriminate friendliness• Poor concentration• Low self-esteem• Regularly displays fatigue or lethargic• Frequently falls asleep in class• Frequent unexplained absences |

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;

- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

| Emotional abuse indicators | |
|--|---|
| Physical indicators | Behavioural indicators |
| <ul style="list-style-type: none"> • Poor attachment relationship • Unresponsive / neglectful behaviour towards the child's emotional needs • Persistent negative comments about the child • Inappropriate or inconsistent expectations • Self-harm | <ul style="list-style-type: none"> • Low self-esteem • Unhappiness; anxiety • Withdrawn; insecure • Attention seeking • Passive or aggressive behavioural extremes |

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

| Sexual abuse | |
|---|---|
| Physical indicators | Behavioural indicators |
| <ul style="list-style-type: none"> • Sign of blood / discharge on the child's underclothing • Awkwardness in walking / sitting • Pain or itching in the genital area • Bruising, scratching, bites on the inner thighs / external genitalia • Self-harm • Eating disorders • Enuresis / encopresis • Sudden weight loss or gain | <ul style="list-style-type: none"> • Sexually provocative / proactive behaviour or knowledge that is incompatible with the child's age & understanding • Drawings and / or written work that is sexually explicit • Running away • Substance misuse • Significant devaluing of self • Loss of concentration |

How to respond to a disclosure of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt. For example you could say; "you are not to blame." "You have done the right thing to tell someone."
- Do not ask leading questions. For example, "What did she do next?" (this assumes that she did), or "did he touch your private part".

- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff. The child may well have to tell the story again, and to do so repeatedly will cause undue stress.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the DSL at the school.
- Record carefully what has been said and what actions have been agreed.

Specific Safeguarding Issues

The importance of the Context

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding.

It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. It is important that we recognise that our role of protecting children from harm may be inside or outside the home and including online.

When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with an holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Additional safeguarding challenges due to SEND

We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Previously Looked After children

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

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

We train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical

strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

We recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

“County Lines” exploitation of children

We understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Coercion of children into carrying weapons, and into serious violence

We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims, understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Staff awareness of risk indicators

Staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office’s [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance for more information.

If County Lines risk / involvement is suspected

If a child is suspected to be at risk of or involved in county lines, a referral to the Surrey Integrated Referral Hub will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

So-called “honour-based” violence (including Female Genital Mutilation and Forced Marriage)

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called ‘honour-based’ violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this

requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

Forced marriage – which is a crime

We recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fm@fco.gov.uk

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

Preventing radicalisation and extremism

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Maypole School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Surrey Safeguarding procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Child on child abuse: Child on child sexual violence and sexual harassment

All staff are trained so that they are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers remember the impact on both the victim of the abuse as well

as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi-nude images and or videos¹ (also known as sexting or youth produced sexual imagery) is a form of child on child abuse.

No reports of abuse doesn't mean it is not happening

We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard.

Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm.

We will never tolerate or dismiss concerns

Staff must never tolerate or dismiss concerns relating to child on child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh', 'play fighting' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child on child abuse. The DSL will respond to any concerns related to child on child abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*'. We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

Working with the Police and other agencies

We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to Surrey Single Point of Access.

Modern Slavery

We understand that 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. We refer to the DfE guidance [Modern slavery: how to identify and support victims](#) for concerns of this nature.

¹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

Procedure when children are absent or missing from education

All staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who go missing:

- An attendance register is taken at the start of the first session of each school day and once at the start of the afternoon session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with key members of the school team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained or persistent absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.
- We understand that being vigilant and responding to absences early can prevent escalation to children missing education.
- If a pupil is LAC or on a CP plan, the social worker will be contacted on day one of the absence if the parent/carer cannot be contacted.

In the event that the school is unable to contact the parent/carer or any of the emergency contact numbers, a home visit on day two of the absence will be conducted. If there is still no contact, a referral will be made to Children's Social Care services.

Mental Health problems as a potential indicator of abuse

All staff are made aware, through training, 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. Our staff 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.

We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

We have a named Mental Health Lead. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools' DfE guidance for further support](#).

Online Safety and potential abuse; and misinformation, disinformation and conspiracy theories

At Maypole School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered. We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement. Staff training includes understanding roles and responsibilities in relation to filtering and monitoring.

More details can be found in our policies on Online Safety and Mobile and Smart Technology which consider the 4Cs: content, contact, conduct and commerce.

We recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our filtering & monitoring systems and the use of AI; and our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting.

Cybercrime

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

If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the [Cyber Choices programme](#) which 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. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Children with SEND or physical health issues

At Maypole School we recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

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

We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

We also recognise that pupils who attend Maypole School will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

Records of Concerns

If staff are concerned about the welfare or safety of any child at our school, they will record their concern on the agreed reporting form through our CPOMS electronic system. Any concerns should be passed to the DSL without delay.

Any information recorded will be kept in a separate named file, and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will be kept up to date. Each concern logged will include:

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

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's CP file. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

Information sharing when a child leaves our School

When a child leaves our school, (including in-year transfers) the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Inclusion and Education Welfare Service within Surrey or the Local Authority where the child resides.

Working with Parents and Carers

Informing new Parents / Carers of our Safeguarding Policy and duty

Maypole School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Surrey's Single Point of Access.

How we will work with Parents / Carers

We are committed to working with parents positively, openly and honestly. We ensure that all

parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Surrey's Single Point of Access in those circumstances where it is appropriate to do so.

Information we need from Parents / Carers

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil school file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

Domestic Violence, and our duty to work with the Local Authority

At Maypole School we will work in partnership with Surrey Police <https://www.surrey.police.uk/> and Surrey Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Surrey Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires; this could be silent or overt. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy. Maypole School acknowledges that harm from domestic violence may be caused in an environment where a child may see, hear or experience its effects.

Child Protection Conferences

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan, in order to monitor the safety of the child and the required reduction in risk.

Staff attendance at Child Protection Conferences

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the DSL, Principal or Executive Headteacher. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

Preparing Reports for these conferences

All reports for child protection conferences will be prepared in advance using the guidance provided by the Surrey Safeguarding Children Partnership. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

Working in partnership with our parents / carers

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Safer Recruitment

Safer Recruitment Policy

Maypole School's full Safer Recruitment procedures are in our Safer Recruitment and Selection Policy, which must be read in conjunction with this Policy. However, a summary of the key points is as below.

Safer Recruitment training

We will ensure that the Principal & Executive Headteacher and the HR & Office Manager have completed appropriate safer recruitment training. At all times the Principal, Executive Headteacher & HR & Office Manager will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2025). At least one person involved in conducting an interview will have received safer recruitment training.

Purpose of Safer Recruitment

We will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

Our staff recruitment process

We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references, where possible, prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

We use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

DBS and other pre-employment checks

We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in '*Keeping Children Safe in Education*' to ensure we are recruiting and selecting the most suitable people to work with our children.

Single Central Register

We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

Importance of continuous vigilance

We recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Safer Recruitment and Selection policy.

Safer Working Practice

Our Duty of Care

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

Staff Handbook and Code of Conduct, and Physical Intervention policies

All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling/physical intervention and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open where possible.

Further Guidance

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Managing allegations against staff & volunteers

Allegations that may meet the “harms threshold”

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. But we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We work to the thresholds for harm as set out in *'Working Together to Safeguard Children'* (2025) and *'Keeping Children Safe in Education'*, DfE (2025) below. An allegation may relate to a person who works / volunteers with children who has:

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

The 4th bullet point above recognises circumstances where a member of staff (including supply teachers) or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

Our responsibility to report / refer allegations or behaviours of concern and / or harm

We recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@surreycc.gov.uk. These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in Part 4 of *'Keeping Children Safe in Education'*, DfE (2025) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/ or allegation issues (including for supply teachers) is via the Local Authority Designated Officer on 02079264679. Following advice, the LADO referral form should be completed and sent to lado@Surrey.gov.uk

See Appendix 4 for further details.

What to do if an allegation is made, or information is received

If an allegation is made or information is received about **any** adult who works/ volunteers in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the Principal or executive headteacher immediately. This includes concerns relating to agency and supply staff and volunteers.

Should an allegation be made against the Principal or executive headteacher, this will be reported to the Chair of Governors, and the Local Authority Designated Officer on **0300 123 1650 (option 3)** will be contacted. Following advice, the LADO referral form should be completed and sent to LADO@surreycc.gov.uk.

In the event that neither the Principal or executive headteacher nor Chair of Governors is contactable on the day an allegation is made, the information must be passed to and dealt with by a senior member of the staff team.

The Principal or executive headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Allegations against / involving Agency staff

When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully

involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that Maypole School will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.

What staff should do if they do not feel confident about raising their concerns

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or executive headteacher or Chair of Governors should contact the LADO directly via email to LADO@surreycc.gov.uk

Where to find further information and guidance

Further information and guidance, forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the www.surreyscp.org.uk. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The School's legal duty

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The School must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the “harm threshold”

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. At Maypole School we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We set out what low level concerns are, the importance of sharing these appropriately, how the setting addresses unprofessional behaviour and supports the individual to correct it at an early stage. This includes when staff should self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

We understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action.

We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

Use of premises for non-school activities

St Ignatius Church use the premises twenty Sunday mornings each year and for five annual events over a weekend. This does not coincide with any Maypole School pupils being onsite.

Other Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella. All these school policies are reviewed annually and approved by the governing body.

- Staff Code of Conduct
- Anti-Bullying
- Behaviour which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Safer Recruitment (which adheres to Part 3 of [Keeping Children Safe in Education](#)).
- Whistleblowing
- Attendance
- Online Safety/E-Learning policy
- Health and Safety (SHEF) including site security
- Equalities policy
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Offsite visits
- RSHE

Legislation & Statutory Framework

This policy has been devised in accordance with the following legislation and guidance.

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (Local Authorities, the Police and CCGs).

- [Working Together to Safeguard Children](#) DfE (July 2025)
- [Keeping Children Safe in Education](#) DfE (2025)
- The Governance Hand Book
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (2024)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (2023)

- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (2020)
- [Sexual violence and sexual harassment between children in schools and colleges DfE \(July 2021\)](#)
- [Child sexual exploitation: guide for practitioners DfE \(February 2017\)](#)
- [Teaching online safety in school DfE \(June 2019\)](#)
- [Mental Health and Behaviour in Schools DfE \(November 2018\)](#)
- [Data protection: toolkit for schools DfE \(2023\)](#)
- Promoting the education of children with a social worker (June 2022)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- <https://www.Surreysaferchildren.org.uk/>

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act \(2023\)](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

OTHER USEFUL LINKS

[Operation Makesafe](#)

A Surrey Police campaign to raise awareness of child sexual exploitation in the business community.

[Wise Project-Surrey](#)

Project that offers one-to-one casework and group work/outreach for young people aged 13 – 25.

[Barnardo's](#)

A national charity helping children in poverty, supporting young carers and helping families looking to foster or adopt.

[Child Exploitation and Online Protection Command \(CEOP\) Education](#)

National Crime Agency advice for parents, children and young people on staying safe from sexual abuse and online grooming.

[National Society for the Prevention of Cruelty to Children \(NSPCC\)](#)

A national children's charity, preventing abuse and helping those affected to recover.

[Parents Against Child Exploitation \(PACE\)](#)

The leading national charity working with parents and carers of sexually exploited children.

[ECPAT UK](#)

A UK organisation campaigning against child trafficking and exploitation.

[Fearless](#)

A service that allows you to pass on information about crime 100% anonymously.

[Enough Campaign](#)

A national campaign to tackle violence against women and girls.

Appendix 1

Safeguarding Information Sheet for new or supply staff and regular visitors or volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL), Deputy DSL or if neither are available, a member of the senior leadership team.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is serious and may be related to child protection

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse, abuse, neglect or exploitation, you must find one of the designated professionals detailed below and provide them with a written record of your concern. Please ensure you include all aspects of your concern so that we can deal with it appropriately.

If you are unable to locate one of the designated staff, please ask a member of the office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

If an allegation concerns a member of staff, a child's foster carer or a volunteer

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal or Executive Headteacher. If an allegation is made about the Principal or Executive Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the LADO on 0300 123 1650. [NSPCC whistleblowing helpline](#) is also available for staff or visitors who do not feel able to raise concerns regarding child protection failures internally. Staff/visitors can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

Designated Safeguarding persons, and how to contact them

Designated Safeguarding Lead (DSL): Craig Reed

Location of office: Maypole School, Green Street, Sunbury on Thames TW16 6QE

Contact: creed@maypoleschool.co.uk

Deputy Designated Lead: Sukhvinder Guhman

Location of office: Maypole School, Green Street, Sunbury on Thames TW16 6QE

Contact: sghuman@maypoleschool.co.uk

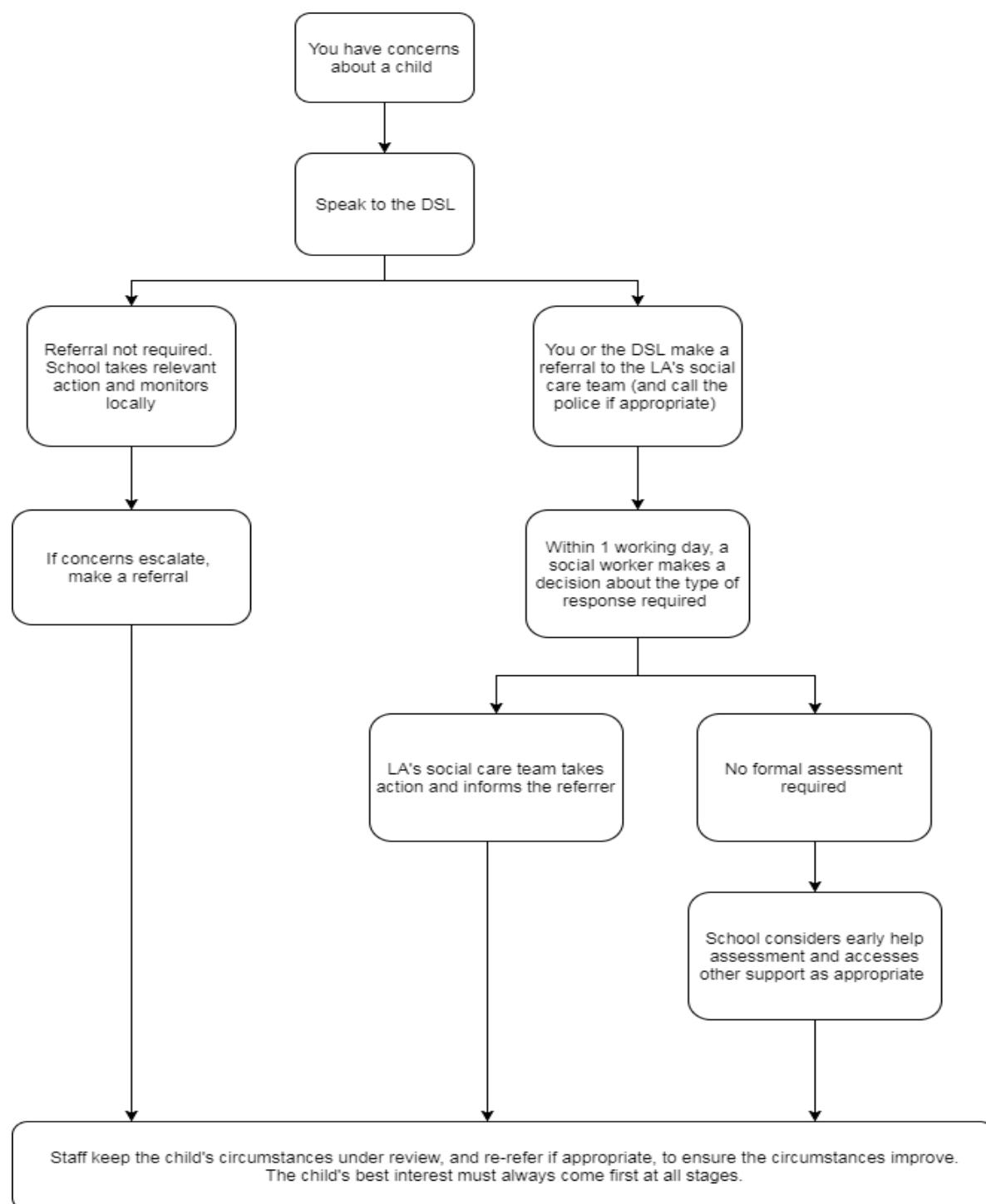
Appendix 2

Local Safeguarding Procedures

Surrey Single Point of Access: Professionals' Line 0300 200 1015.

Public Line 0300 470 9100 (24 hours) [Children's Single Point of Access \(CPA\) Surrey County Council](https://familyinformationdirectory.surreycc.gov.uk) <https://familyinformationdirectory.surreycc.gov.uk> > fsd

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



Appendix 3

Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.

| How to make a referral |
|---|
| <ol style="list-style-type: none">1. Discuss your referral with Surrey's LADO on 0300 123 316502. Download the Surrey LADO Allegations Form3. Complete the form with as much detail as possible4. Email the completed form to lado@surreycc.gov.uk |

Appendix 4

Arrangements for Safeguarding and Child Protection during COVID-19 at Maypole School

Monitoring Government direction

In the event of a local or national Lockdown, or any other change in the Government's direction, Maypole School will refer to the publication Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers guidance.

The School's Covid Risk Assessment

Please see Maypole School's website for a summary of the schools' risk assessments (RA) regarding COVID-19, and the COVID-19 Addendum to this policy.

Return to School after a period of absence

The schools' DSLs will be doing all they reasonably can to ask families to advise them of any changes regarding welfare, health and wellbeing that they should be aware of during a period of absence or before a child returns following a period of absence.

Maintaining contact with children who are not in school

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not in school. Where possible staff will try to speak directly to children on a regular basis to help identify any concerns.

Online learning will be offered to all pupils who are working from home, and daily contact will be made.

Whilst more children return to school, others may continue to stay at home and, in many cases, will be continuing to engage with their school online. Relevant staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the child protection policy.

Appendix 5: Part 1 Keeping Children Safe in Education 2025 (DfE)

What school and college staff should know and do - A child centred and coordinated approach to safeguarding

ALL STAFF MUST NOW READ PART 1 OF KEEPING CHILDREN SAFE IN EDUCATION 2025 (DfE). This is located in the Mandatory Policy folder in the shared drive.

Annex A: Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education.

It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children. What school and college staff need to know
3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes

All staff should:

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction.
- Receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively.
- Know the identity of the designated safeguarding lead (and any deputies) and how to contact them.
- Know what to do if a child tells them they are being abused, neglected or exploited. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child.

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

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

What school and college staff should look out for

Abuse, neglect and exploitation

4. Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

5. If staff are unsure, they should always speak to the designated safeguarding lead (or a deputy).

Forms of abuse and neglect

6. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

7. Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

8. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

9. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

10. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate

supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse. Safeguarding issues

12. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put children in danger. Child-on-child abuse

13. All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

14. All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse.

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')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

What school and college staff should do if they have concerns about a child

15. Staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

16. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

17. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. designated safeguarding lead (or a deputy) staff should speak to a member of the school or college's senior leadership team.

18. The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children's social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or a deputy) will support them. Why all of this is important

19. It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect. What school and college staff should do if they have a safeguarding concern or an allegation about another staff member who may pose a risk of harm to children

20. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to the chair of governors, chair of the management committee, or the proprietor of an independent school).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

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

22. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school or college's senior leadership team. 23. Where staff feel unable to raise an issue with the employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Annex B: Further information

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Annex. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

ALL STAFF MUST NOW READ ANNEXE B OF KEEPING CHILDREN SAFE IN EDUCATION 2025 (DfE). This is located in the Mandatory Policy folder in the shared drive.

