



SIR WILLIAM
PERKINS'S
SCHOOL

SAFEGUARDING

AND

CHILD PROTECTION POLICY

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The Governing Body understands its legal obligation to have oversight of this policy in terms of its review and implementation.

The designated Governor responsible for child protection (Mr Chris Newell) will undertake an annual review of this policy and its related procedures and of the efficiency with which the related duties have been discharged and report the findings to the Board of Governors at the Board meeting immediately following the review. Any deficiency or weakness in child protection arrangements will be remedied without delay.

The Designated Safeguarding Lead for Sir William Perkins's School is the Deputy Head Pastoral, Mrs H O'Connor, who may be contacted at School on 01932 574956 during term time and via email – hoconnor@swps.org.uk - at any other time.

Date of last Prevent Awareness training: 11/06/2024

Date of last Designated Safeguarding Lead Update training: 22/01/24

The Deputy Designated Safeguarding Leads at SWPS are:

- i. Mrs A Stebbings, Head of Year 7
Date of last training: 04/03/25
- ii. Mrs K Davis, Pastoral and Wellbeing Room Coordinator
Date of last training: 03/7/24
- iii. Mrs D Payne – Wellbeing room and Pastoral administrator
Date of last training: 04/10/22
- iv. Mr Trevor Kirkby – Duke of Edinburgh Award Scheme Manager
Date of last training: 20/03/23
- v. Mrs Tricia Tyler- Head of Year 11
Date of last training 30/9/23

The Safeguarding Governor is Mr Chris Newell.

The Head is Mrs D Picton

For a quick guide to SWPS Safeguarding Procedures see [Appendix 5](#).

Anybody has the right to make a direct referral to
Surrey Safeguarding Children's Partnership if they have a concern **(0300 470 9100)**

You can also contact Surrey's emergency duty team for out of hours referrals on 01483 517898. Concern about a young person at risk of being drawn into terrorism can also be reported to the Prevent Team at Surrey Police by dialling 101.

The DfE's dedicated telephone helpline and mailbox for non-emergency advice for staff and governors is 020 7340 7264 (counter-extremism@education.gsi.gov.uk).

This policy is addressed to all governors, teaching and support staff, volunteers, coaches and any other persons who have direct contact with students and will be supplied to parents/carers and students on request. It can also be found on the School's website.

1. Policy Statement:

"It could happen here"

At Sir William Perkins's School [SWPS], we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students.

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

The purpose of this policy is to provide all those involved in direct contact with our students with the framework they need in order to keep students safe and secure in our School. The policy also informs parents and carers how we will safeguard their students whilst they are in our care.

In line with safeguarding legislation SWPS believes that all students deserve the opportunity to achieve their full potential and should be enabled to:

- be as physically and mentally healthy as possible;
- gain the maximum benefit possible from good quality education opportunities;
- live in a safe environment and be protected from harm;
- experience emotional well-being;
- feel loved and valued, and be supported by a network of reliable and caring relationships;
- become competent in looking after themselves and coping with everyday living, including safe and appropriate use of digital technologies and having a comprehensive appreciation for online safety. A variety of e-safety sessions are delivered through the PSHCE programme and reference is made to e-safety in the first weeks of Year 7 Computer Science lessons. For further information please refer to relevant sections of the PSHCE Policy and schemes of work, the Anti-Bullying Policy and the IT Acceptable Use Policy;
- have a positive image of themselves, and a secure sense of identity, including cultural and racial identity;
- develop good interpersonal skills and confidence in social situations.

Sir William Perkins's School understands the importance of students receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting and referring the early signs of abuse, neglect and exploitation, keeping clear records, listening to the views of the student, reassessing concerns when situations do not improve, sharing information quickly and challenging interaction. All students should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

Anybody has the right to make a direct referral to Surrey Safeguarding Children's Partnership if they have a concern (0300 470 9100)

SWPS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment.

This policy aims to raise the awareness and outlines procedures and expectations, encouraging people to voice their concerns so that the students in our care may be protected as far as possible from emotional or physical harm, both inside and outside the School.

SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with [The Equality Act 2010](#). Further details are available in the School's Equal Opportunities policy.

This policy forms part of a suite of policies which address the School's safeguarding procedures (these include the Anti Bullying Policy, Attendance Policy, IT Acceptable Use Policy and various other documents such as the Staff Employment Manual).

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance:

- [Keeping Children Safe in Education 2024](#)
- [Working together to safeguard children 2023 \(updated Feb 2024\)](#)
- ['What to do if You are Worried a Child is Being Abused' 2015](#).

The policy also reflects Surrey Safeguarding Children's Partnership (SSCP) Procedures.

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

SWPS has read and understands that it must have regard to the guidance given in the following documents:

- [Surrey Safeguarding Children's Partnership Procedures Manual](#)
- [Disqualification under the Child care Act 2006 \(update 2018\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance 2016 \(update 2020\)](#)
- ['What to do if you are worried a child is being abused' 2015](#)
- [Teacher Standards 2011\(update 2021\)](#)
- [Information Sharing Advice for Practitioners' guidance 2018 \(update 2024\)](#)
- [SCC Children Missing Education \(updated 2018\)](#)
- [SCC Touch Physical Restrictive Intervention and Restraint 2022 \(updated 2023\)](#)
- [The Equality Act 2010](#)
- [Relationships Education, Relationships and Sex Educations \(RSE\) and Health Education \(2019, updated September 2021\)](#)
- [Prevent Duty Guidance: for England and Wales \(July 2015, updated March 2024\)](#)
- [The use of social media for online radicalisation \(July 2015\)](#)
- [Meeting Digital and Technology Standards in Schools and Colleges 2022 \(updated 2024\)](#)
- [Screening Searching and Confiscation guidance \(2022\)](#)

The School also undertakes to have regard to any supplementary or operational guidance relating to safeguarding and remote education which may be issued by the DfE from time to time in response to coronavirus (COVID-19) or other similar circumstances.

Policy Aims:

- To demonstrate the School's commitment with regard to safeguarding and child protection to students, parents and other partners.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard students through identifying and reporting possible cases of abuse.
- To enable the School to effectively contribute to Early Help, assessments of need and support for those students.
- To provide robust School systems and procedures that are followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
- To ensure that all staff working within our School who have substantial access to students have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a single central record is kept for audit.

We comply with the [Disqualification under the Child Care Act 2006 \(updated 2018\)](#) guidance updated in August 2018.

Any person affected by any issues covered in this policy is encouraged to seek support from the Safeguarding Team or any member of the Senior Leadership Team.

2. Terminology and key principles

2.1 Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment and exploitation, inside or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;
- providing help and support to meet the needs of children as soon as problems emerge.

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

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

CPU Child Protection Unit of the Police

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

CSE Child Sexual Exploitation

DSL Designated Safeguarding Lead. Senior member of staff in charge of all safeguarding matters in the School.

Early Help means providing support as soon as additional needs emerge at any point in a student's life.

LADO (Local Authority Designated Officer) Designated Officer at the Surrey Safeguarding Children Partnership (SSCP)

MAP refers to the Surrey Multi-Agency Partnership

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

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

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

SSCP Surrey Safeguarding Children's Partnership (*Note the website will still be referred to by its former acronym: SSCB)

SCS Surrey Children's Services

2.2 Key Principles

- **At all times, Sir William Perkins's School will consider the best interests of the student and will take action to enable all students to have the best outcomes.**
- **The School will take all reasonable measures:**
 - to ensure that the welfare of the student is paramount;
 - to maintain an attitude of "*It could happen here*";
 - to promote a caring, safe and positive environment within the School;
 - to establish and maintain an ethos where students feel safe and secure, are encouraged to talk and are always listened to;
 - to ensure that all students know there is and can access an adult in the School whom they can approach if they are worried or in difficulty;
 - to encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the School community;
 - to equip students with the skills they need to stay safe from harm and to know to whom they should turn for help
 - to ensure that we practise safer recruitment (including DBS checks and compliance with the Independent School Standards Regulations) in checking the suitability of staff and volunteers to work with students. Further details are contained in the School's Recruitment, Selection and Disclosure policy for Staff, Governors and Volunteers, (including any staff employed by another organisation and working with the School's students on another site);
 - to protect each student from any form of abuse, whether from an adult or another student;

- to be alert to signs of abuse and exploitation both in the School and from outside;
- to deal appropriately with every suspicion or disclosure of abuse;
- to design and operate procedures which promote this policy and which, as far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- to support students who have been abused or exploited;
- to be alert to the medical needs of students with medical conditions;
- to operate robust and sensible health and safety procedures;
- to take all practical steps to ensure that School premises are as secure as circumstances permit;
- to operate clear and supportive policies on drugs, alcohol and substance misuse;
- to consider and develop procedures to deal with any other safeguarding issues which may be specific to individual students in our School or in our local area;
- to ensure that all governors and staff (including temporary and voluntary) are trained in child protection held by the DSL. The Head and Designated Safeguarding Lead (DSL) will have inter-agency training updates every 2 years, including Prevent training, and with all staff receiving regular formal training, supplemented with informal updates at least annually.
- to ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- to prevent radicalisation and have due regard for the need to prevent people from being drawn into terrorism and extremist ideologies;
- to include safeguarding across the curriculum to ensure an effective approach to anti-bullying and online safety which empowers and educates the whole School community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The School uses a monitoring system known as CONTENT KEEPER which filters all activity and generates daily reports under specific categories which are received by the Director of Finance and Operations and monitored by the DSL and Deputy DSLs who work in the Wellbeing room.
- to ensure students are taught about safeguarding, including online, through the curriculum – including PSHCE and RSE - paying particular attention to supporting students to adjust their behaviours in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.
- to ensure all staff are aware of School guidance for their use of mobile technology and are aware of safeguarding issues around the use of mobile technologies and their associated risks.

- **The School understands and accepts:**

- that a student who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth;
- that research shows that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- **The School will:**

- respond sympathetically to any requests for time out to deal with distress and anxiety.
- offer details of helplines, counselling or other avenues of external support.
- liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of students.
- build relationships and communicate readily with the Designated Officer at the Surrey Safeguarding Children's Partnership (to be known as the LADO (Local Authority

Designated Officer) in this document, Surrey Children's Services (SCS) and, where necessary, the Child Protection Unit of the Police (CPU).

- Report any allegation or disclosure of abuse within 24 hours, in accordance with the procedures published by Surrey Safeguarding Children's Partnership (SSCP).
- notify Social Care immediately if there is a significant concern.
- provide continuing support to a student about whom there have been concerns who leaves the School by ensuring that information is shared under confidential cover to the student's new setting and ensure the School records are forwarded as a matter of priority and within statutory timescales.

- **The School seeks to ensure a focus on prevention and protection in the following ways:**

- The School's Safeguarding and Child Protection Policy is made available to all via the School website and the School ensures parents/carers are made aware of this policy, and the responsibilities of staff members with regard to child protection procedures, through the publication of the Safeguarding and Child Protection Policy and reference to it in the School's handbook.
- The name of the Designated Safeguarding Lead and deputies are also clearly advertised in the School with a statement explaining the School's role in referring and monitoring cases of suspected harm and abuse. Furthermore, the School provides a coordinated offer of Early Help when additional needs of students are identified and contributes to early help arrangements and inter-agency working and plans
- In addition, the School operates a safer recruitment procedure that includes statutory checks on staff suitability to work with students and our lettings policy seeks to ensure the suitability of adults working with students on School sites at any time and any community users organising activities for students are made aware of the School's Safeguarding and Child Protection Policy, guidelines and procedures. Our safeguarding policies and procedures apply to these groups using our premises in the same way that they apply to school staff.
- As part of induction, all staff receive safeguarding and child protection training in line with advice from the Surrey Children's Safeguarding Partnership (CSP). They also receive information about the School's safeguarding arrangements and other important literature. This includes:
 - staff code of conduct
 - the Safeguarding and Child Protection policy
 - the Good Behaviour policy
 - the Anti-Bullying policy
 - the IT acceptable Use and Whistleblowing Policies
 - the role and names of the Designated Safeguarding Lead and their deputy(ies)
 - the Low Level Concerns policy
 - Keeping Children Safe in Education 2024
- To maintain their understanding of the signs and indicators of abuse all staff, volunteers and governors also receive regular safeguarding and child protection training updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. Training also includes training in Online Safety and the Prevent duty. All such training is designed to maintain their understanding of the signs and indicators of abuse and the School's safeguarding policy and processes.
- In line with current requirements, all staff are given annually an electronic or hard copy of the latest Keeping Children Safe in Education Part 1. They are required to sign a declaration to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance,

3. Child Protection at SWPS and relevant responsibilities

At SWPS we recognise that everyone who comes into contact with young people and their families and carers has a role to play in safeguarding students. Safeguarding and promoting the welfare of students at SWPS is, therefore, everyone's responsibility. In order to fulfil this responsibility effectively, all staff, governors and volunteers are responsible for making themselves familiar with School policies and procedures and for ensuring their approach is student-centred, considering what is in the best interests of the student at all times. Any questions about child protection at SWPS should be addressed immediately to the DSL or Deputy DSL. (See [Appendix 1 \(Guidelines for staff on safeguarding students\)](#))

3.1 All Staff

All staff have a key role to play in identifying concerns early and in providing help for students. To achieve this they will:

- Provide a safe environment in which students can learn.
- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in the School who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for students to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "*it could happen here*" with regards to safeguarding.
- Know how to respond to a student who discloses harm or abuse following training of [Working together to safeguard children 2024](#), and '[What to do if you are worried a child is being Abused](#)' (2015).
- Record their concerns if they are worried that a student is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Multi Agency Partnership (MAP), and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Surrey Safeguarding Children's Partnership and take account of guidance issued by the Department for Education.
- Provide support for students subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Have an understanding of early help, and be prepared to identify and support students who may benefit from early help.
- Will identify students who may benefit from early help, liaising with the DSL in the first instance. (Options may include managing support for the student internally via the School's pastoral support process or an early help assessment). In some circumstances it may be appropriate for a member of School staff to act as the lead professional in early help cases.
- Liaise with other agencies that support students and provide early help.
- Know who the DSL and Deputy DSL are and know how to contact them.

- Have an awareness of the role of the DSL, the School's Child Protection Policy, Good Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Understand how the school keeps students safe online and play their part in being vigilant about E-Safety.
- Be mindful that the Teacher Standards state that teachers should safeguard students wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Head in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

To assist them in their safeguarding responsibilities all staff are:

- Given access to the School's Safeguarding and Child Protection Policy, which includes information about:
 - the identity and role of the DSL and the deputy DSLs;
 - online safety;
 - guidelines for staff conduct and behaviour ([Appendix 1](#) of the policy);
 - whistleblowing procedures.
- Given links to the latest version of Keeping Children Safe in Education
- Given a copy of the IT Acceptable Use Policy and are reminded that they agree with it when they sign in to the IT system.

See [Appendix 1](#) (Guidelines for Staff on Safeguarding Students) and [Appendix 5](#) (Safeguarding Procedures at SWPS - Quick Reference Guide) below for further information.

3.2 The Head

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

- The School fully contributes to inter-agency working in line with Working together to safeguard children 2023 guidance.
- The Safeguarding and Child Protection policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to School staff on student welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of students.
- Provide opportunities for a co-ordinated offer of early help when additional needs of students are identified.
- Ensure Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- With the DSL, ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern, that the student's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Student-centred systems and processes are in place for students to express their views and give feedback.

- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Surrey Safeguarding Children's Partnership (SSCP) and Surrey County Council (SCC).
- Statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally, in the case of teaching staff, the Teacher Regulation Agency, where they think an individual has engaged in conduct that harmed (or is likely to harm) a student; or if the person otherwise poses a risk of harm to a student.

The School fully contributes to inter-agency working in line with Working together to safeguard children 2023 guidance.

3.3 The Safeguarding Team

The School has appointed a senior member of staff as the Designated Safeguarding Lead (who is the Designated Safeguarding Lead (DSL) responsible for matters relating to student protection and welfare). Throughout this document the Designated Safeguarding Lead is referred to as the DSL.

The **DSL for Sir William Perkins's School** is the Deputy Head Pastoral, Mrs H O'Connor who may be contacted at School on 01932 574956 during term time, and via email – hoconnor@swps.org.uk - at any other time.

If the DSL is unavailable, (for example in the case of illness) the **Deputy DSLs** may be contacted as follows:

Head of Year 7: Mrs A Stebbings
email astebbings@swps.org.uk

Pastoral and Wellbeing Room Coordinator: Mrs K Davis
email: kdavis@swps.org.uk

Wellbeing room and Pastoral Administrator: Mrs D Payne
Email: DPayne@swps.org.uk

Duke of Edinburgh Award Scheme Manager: Mr T Kirby
Email: TKirby@swps.org.uk

Head of Year 8: Mrs T Tyler
Email: TTyler@swps.org.uk

3.4 The DSL

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

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the School, this responsibility is not able to be delegated.
- Have an *"it could happen here"* approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children. These are the three safeguarding partners: the local authority; the clinical commissioning group for North West Surrey and the Chief officer of police.
- Manage and submit a Request for Support Form for a student if there are concerns about suspected harm or abuse, to the Children's Single Point of Access (C-SPA), and act as a point of contact and support for School staff. Requests for support should be made securely by email to csmash@surreycc.gov.uk using the [Request for Support Form](#) urgent referrals should be made by telephone 0300 470 9100 (and ask for the priority line).
- Report concerns that a student may be at risk of radicalisation or involvement in terrorism, following the [Prevent referral process](#) and use the Prevent referral form to refer cases by email to: preventreferrals@surrey.pnn.police.uk If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the "case manager" and Local Authority Designated Officer for child protection concerns in cases which concern a member of staff or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a student to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Follow DfE and the latest KCSIE guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a student abusing another student within the School.
- Be available during term time (during School hours) for staff in School to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the School leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole School community.
- Encourage and promote a culture of listening to students and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of CSP procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Have a clear understanding of access and referral to the local early help offer and will support and advise members of staff where early help intervention is appropriate.
- Understand and support the School delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting students from radicalisation.
- Liaise with School staff (especially Heads of Year, Wellbeing room staff, the Personalised Learning department and the First Aid coordinator as appropriate) on matters of safety and safeguarding and consult the CSP Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.

- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep students safe whilst they are online at School; in particular understand the additional risks that students with SEND face online and the associated and appropriate support they require.
- Keep detailed, accurate records (either written or by uploading on CPOMS – the School’s secure online information facility), that include all concerns, discussions and decisions about a student even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that when a student transfers School, their child protection file is passed to the new School as soon as possible, and within statutory timescales (separately from the main student file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a student transfers School and is on a Child Protection Plan or is looked after, their information is passed to the new School immediately and that the student’s social worker is informed. In addition, consideration should be given to a multi-agency Schools transition meeting if the case is complex or on-going. If the transit method requires that a copy of the Child Protection file is retained until such a time that the new School acknowledges receipt of the original file.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Report to the Head any significant issues for example, use of the [CSP](http://www.surreyscb.org.uk/?s=escalation+policy) <http://www.surreyscb.org.uk/?s=escalation+policy> agency escalation procedures, enquiries under section 47 of the Children’s Act 1989 and police investigations.
- Ensure that the case holding Social Worker is informed of any student currently with a Child Protection Plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within the School’s Safeguarding and Child Protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all School staff, keeping a record of attendance and addressing any absences.
- Ensure that in collaboration with the School leadership and governors, the Safeguarding and Child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Safeguarding and Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the School in this.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Contribute to and provide, with the Head and Chair of Governors, the “Audit of Statutory Duties and Associated Responsibilities” to be submitted annually to the Surrey County Council, Education Safeguarding Team.
- Ensure that the names of the Designated Safeguarding Lead and deputies, are clearly advertised, with a statement explaining the School’s role in referring and monitoring cases of suspected abuse.
- Liaise with the Head to inform them of issues, especially ongoing enquiries under section 47 of the Children’s Act 1989 and police investigations. This includes the

requirement for children to have an Appropriate Adult. (Further information in PACE Code C 2019).

- Ensure that the school's filtering and monitoring system (CONTENT KEEPER) is effective at keeping students safe online at school and review all E Safety policy and procedures annually in conjunction with the E Safety Coordinator.
- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2024.

3.5 The Deputy Designated Safeguarding Lead(s):

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

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

3.6 The Governing Body

All members of the Governing Body understand and fulfil their responsibilities to ensure that:

- The School has effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, a Staff Code of Conduct, a Behaviour Policy and a response to children who are absent from education for prolonged periods / repeated occasions (previously Children Missing from Education)
- Policies are consistent with Surrey Safeguarding Children's Partnership (SSCP) and statutory requirements, are reviewed annually and that the Safeguarding and Child Protection policy is available on the School website.
- The CSP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- The School operates a safer recruitment procedure that includes statutory checks on staff suitability to work with students and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.
- At least one member of the governing body has completed safer recruitment training to be repeated every five years.
- All Governors receive appropriate safeguarding and child protection training regularly, which enables them to provide strategic challenge to test that the appropriate procedures are in place and are effective in supporting the delivery of a robust whole school approach to safeguarding.
- Governors ensure that CONTENT KEEPER (the school's online monitoring filter) is appropriate and regularly reviews its effectiveness. They should ensure that the DSL and IT support staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- Governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and the local safeguarding arrangements.

- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education 2024 part 1 and that training is in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff including temporary staff and volunteers are provided with the School's Safeguarding and Child Protection policy and Staff Code of Conduct.
- The School has procedures for dealing with allegations of abuse against staff (including the Head), volunteers and against other students and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A nominated governor for safeguarding is identified. That Governor is **Mr Chris Newell**.
- A member of the Senior Leadership Team has been appointed by the Governing Body as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy(s) undertake interagency training (CSP Foundation Modules 1&2) and also undertake DSL 'New to Role' and 'Update' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- Students are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships, sex and health education (RSHE).
- The School will comply with DfE and Surrey County Council Children Missing Education requirements.
- The School will comply with regular data returns requested by the Local Authority, regarding all students, of statutory School age, attending alternative provision and/or on a reduced or modified timetable
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the School) are in place for all Governors.
- Any weaknesses identified in safeguarding are remedied immediately.

4. Confidentiality and Sharing Information

All matters relating to child protection will be treated as confidential and only shared as per the ['Information Sharing Advice for Practitioners' \(DfE 2018, updated 2024\) guidance](#).

Information will be shared with staff within the School who 'need to know'.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard students and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a student at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

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

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

5. Child Protection Procedures

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

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

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

All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words; they may find it more difficult to communicate and report abuse because of this. We recognise that additional barriers can exist when recognising abuse, neglect and exploitation in this group of students. For example, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's conditions without further exploration. We are also aware that these students are more prone to peer group isolation or bullying (including prejudice-based bullying) than other students. There is also the potential for students with SEND or medical conditions being disproportionality impacted by behaviours such as bullying without outwardly showing signs. Additionally, staff will question the cause of knocks and bumps in students who have limited mobility.

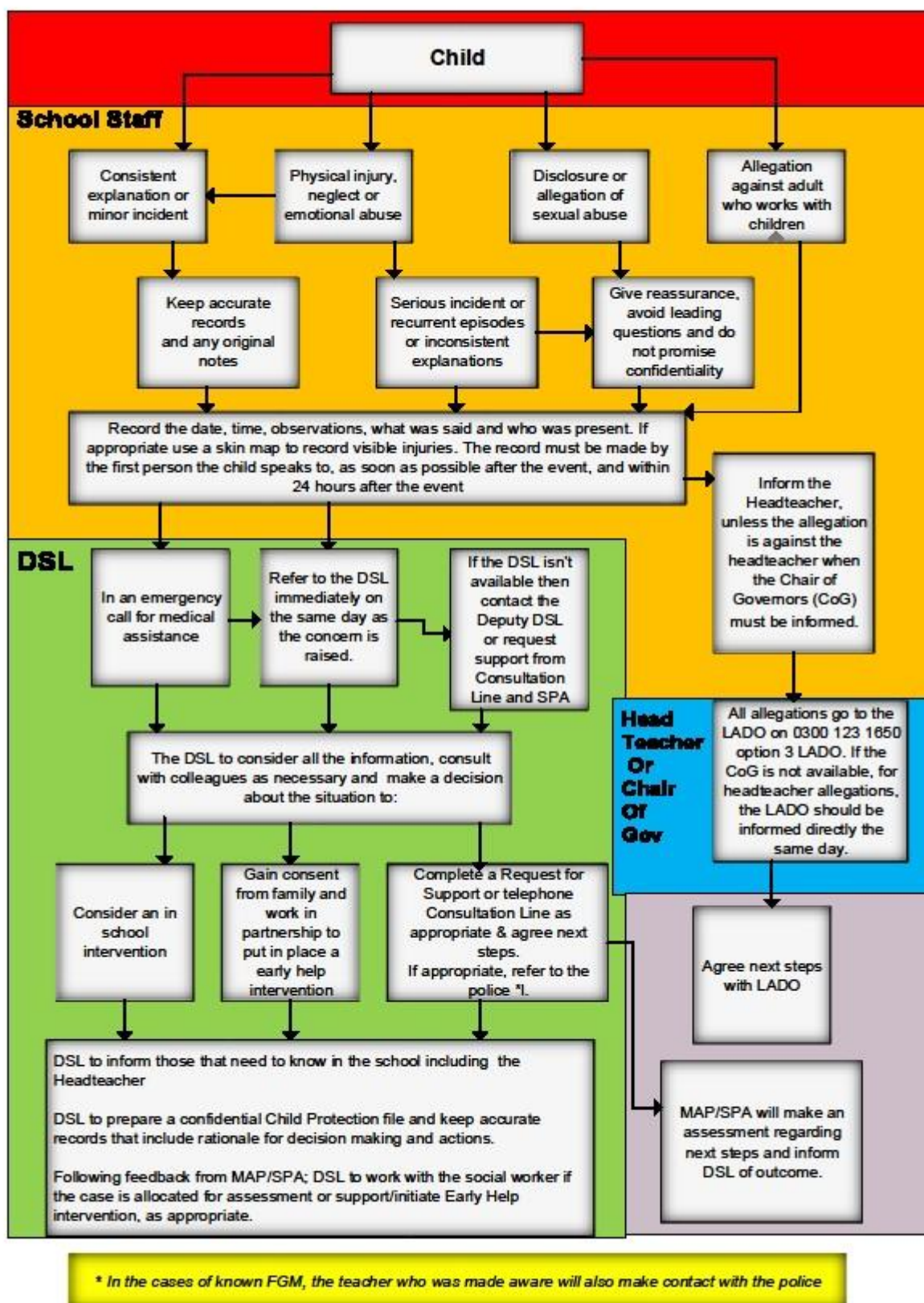
If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Report it to the DSL *immediately*.
The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
2. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and *within 24 hours* of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved. Any injuries
 - Explanations given by the student / adult
 - Rationale for decision making and action taken. Any actual words or phrases used by the student
3. The records must be signed and dated by the author or / equivalent on electronic based records
4. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must act according to the following:

1. Using the C-SPA Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a request for support must be made to the C-SPA and the police if it is appropriate.
2. Normally the School should try to discuss any concerns about a student's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the student at increased risk or could impact a police investigation. The student's views should also be taken into account.
If there are grounds to suspect a student is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA. By sending a [Request for Support Form](#) by secure email to: csmash@surreycc.gov.uk or contact the C-SPA consultation line on 0300 470 9100 to discuss the concerns. If a student is in immediate danger and urgent protective action is required, the Police (dial 999) must be called *immediately* but definitely within 24 hours. The DSL must also notify the C-SPA of the occurrence and what action has been taken
3. If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns
Note : making a referral does not require parental consent
4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.
5. Where there are doubts or reservations about involving the student's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
6. When a student is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the student to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a student requires urgent hospital attention.
7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

5.1 Student Protection Procedures Flowchart



6. Dealing With Disclosures

6.1 All staff

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

Additional consideration needs to be given to students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference. Staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should they be made to feel ashamed for making a report.

All staff should be aware that students may not feel ready or know how to tell someone that they are being abused, exploited or neglected. This could be due to their vulnerability, disability, sexual orientation. This should not prevent staff from having a professional curiosity and speaking to a DSL if they have concerns. Staff should determine how best to build trusted relationships with students and young people on which to facilitate communication.

The fact that a student or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, students who are LGBTQ+ can be targeted by other students. In some cases, a student who is perceived by other students to be LGBTQ+ (whether they are or not) can be just as susceptible as students who identify as LGBTQ+. Risks can be compounded where students who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum at SWPS.

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

6.2 Guiding principles, the four Rs

Receive

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

Reassure

- Reassure the student, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'

- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

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

6.3 Record keeping

In keeping records (either written or using the School's secure online software (CPOMS) of concerns about a student, and even if there is no need to make an immediate referral, the DSL will:

- ensure that where possible the School can provide two emergency contact numbers for every student;
- ensure that all such records are kept confidentially and securely and are separate from student records, and are forwarded on to the student's next School or college;
- if a student moves Schools, SWPS will keep a copy of the Child Protection file which will be retained by the School until such time that the new School acknowledges receipt of the original file.
- liaise with other agencies and professionals;
- ensure that either they or the appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

See [Appendix 1 \(Guidelines for Staff on Safeguarding Students\)](#) and [Appendix 5 \(Safeguarding Procedures at SWPS - Quick Reference Guide\)](#) below for further information.

7. Allegations against adults who work with Children

There are two levels of allegation/concern about an adult who works or volunteers with children and young people:

- Allegations that may meet the harm threshold
- Allegations that do not meet the harm threshold – 'low level concerns'

7.1 Low Level concerns

Low level concerns are defined as those which do not meet the threshold of harm as set out in paragraph 355 of KCSIE 24. It includes behaviour which is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of school; and is not considered serious enough for referral to the LADO.

Examples could include, but are not limited to:

- being over friendly with students,
- using inappropriate language
- engaging one to one with a student in a secluded place or behind a closed door.

It is important that we foster a culture of openness, trust and transparency, in which the School's values are upheld. Therefore, all such concerns must be shared responsibly with the Head. If the person of concern is the Head, then the Chair of Governors should be contacted.

All low level concerns will be recorded confidentially and will include details of the concern, the context in which the concern arose and the action taken and in line with the Low Level Concerns policy. Reports of concerns about contractors or supply staff should be notified to their employers so any potential patterns of behaviour can be identified. Full details about the procedure for responding to low level concerns can be found in the Low Level Concerns Policy.

In summary:

- The Head will speak to the reporter (or third party) in confidence and investigate the concern by speaking to any witnesses, collecting as much evidence as possible.
- Advice will be sought from the LADO. Reports will be recorded in writing, with full details of the concern and these records reviewed so that potential patterns of concerning behaviour can be identified and responded to.
- Where a pattern of behaviour is identified, advice will be sought from the LADO and appropriate action taken.
- The school will consider if there any wider cultural issues which have enable the behaviour to take place revise policies or provide training to address the issue.
- The rationale for all actions will be recorded in the Low Level Concerns log.

Full information can be found in the school's Low Level Concerns Policy.

7.2 What to do if you have concerns about an adult/volunteer

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a School, or another adult who works with students has:

- behaved in a way that has harmed a student, or may have harmed a student;
- possibly committed a criminal offence against or related to a student; or
- behaved towards a student or students in a way that indicates he or she would pose a risk of harm to students
- Behaved or may have behaved in a way that indicates they may not be suitable to work with students

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

- Report any concerns about the conduct of any member of staff, contractor, supply staff or volunteer to the Head and DSL immediately.
- If an allegation is made against the Head, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- Where there is a conflict of interest in reporting the matter to the head, staff should contact the LADO directly
- There may be situations when the Head or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to students or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Head or Chair of Governors they will contact the LADO on 0300123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to
- Ensure any person dismissed or removed is reported to the Disclosure and Barring Service and Teacher Regulation Agency
- Ensure any person found guilty of serious professional misconduct is reported to the Teacher Regulation Agency

In liaison with the LADO, the School will conduct an internal investigation, prepare risk assessments if appropriate and the LADO will refer the matter to Children's Social Care and/or the police if necessary.

8. What is child abuse?

The following definitions are taken from Working Together to Safeguard children (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, be a victim of upskirting, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Children's Safeguarding Partnership Levels of Need Threshold document.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'. Abuse, neglect and exploitation are forms of maltreatment of a student. Somebody may abuse or neglect a student by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another student or students. Staff should be aware that abuse may take place wholly online or technology may be used to facilitate offline abuse.

All staff are aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe students 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.

If a member of staff has a mental health concern about a student that is also a safeguarding concern they should report it immediately to the DSL. Any signs that a student may be

experiencing mental health difficulties can also be reported via CPOMS. The DSL may refer the student to CAMHS directly or advise the parent to seek urgent medical attention as appropriate.

Further guidance can be found here:

- [Mental Health and Behaviour in Schools 204 updated 2018](#)
- [Promoting Children and Young People's Emotional Health and Wellbeing \(updated 2023\)](#)

The Deputy Head Pastoral is the Senior Mental Health Lead at SWPS.

8.1 Physical abuse

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

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

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

Indicators of physical abuse

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

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

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the student (adult words)
- no explanation is forthcoming
- the student (or the parent/carers) is secretive or evasive

- the injury is accompanied by allegations of abuse or assault

You should be concerned if a student:

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

8.2 Neglect

Neglect is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. It may also include neglect of, or unresponsiveness to, a student's basic emotional needs.

The [Neglect Screening Tool](#) is available to provide a more detailed information regarding the assessment of neglect.

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

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

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

Indicators of neglect

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

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

The [Neglect Screening Tool](#) provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly

- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

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

8.3 Emotional abuse

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

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

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

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

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

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse, neglect and exploitation have emotional effects although emotional abuse can occur by itself.
- Students can be harmed by witnessing someone harming another person – as in domestic abuse.

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

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development

- Poor School performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

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

Social issues

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

Emotional responses

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

8.4 Sexual abuse

Involves forcing or enticing a student to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student 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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to

behave in sexually inappropriate ways, or grooming a student in preparation for abuse (including online).

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

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

Sexual exploitation is seen as a separate category of sexual abuse. The [CSE Screening Tool Guidance](#) provides School staff with information regarding indicators of CSE (further information about CSE is available on pages 39 following of this document).

Characteristics of student sexual abuse:

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

Indicators of sexual abuse

Physical observations:

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

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at School, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating.
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Becoming worried about clothing being removed

- Trying to be 'ultra-good' or perfect; overreacting to criticism.

8.5 Child on child abuse

Sexual violence and sexual harassment between students in Schools

Child on child abuse can take on different forms such as: sexual violence and sexual harassment; physical abuse; sexting; initiation/hazing type violence and rituals and upskirting (see below), bullying, (including cyber bullying, prejudice-based and discriminatory bullying), abuse in intimate relationships between peers, consensual and non-consensual sharing of nudes and semi-nude images and or videos, forcing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.

All staff should be aware that even if there are no reports of child-on-child abuse, it does not mean that it is not happening and staff should be aware of the signs of abuse which may indicate a problem.

Sexual violence and sexual harassment can occur between two students of any age and sex. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Staff should be aware of the context surrounding the behaviour including understanding of consent, power imbalances and developmental stages.

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

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to ensure their education is not disrupted.

All disclosures should be treated in the same way as any disclosure of abuse and the same reporting processes should be followed. The young person(s) will be offered support via the pastoral team and parents/carers informed (if this will not put the young person at further risk of harm and taking into account the age of the young person). Any other students, staff or siblings affected by the situation will also be offered support via the pastoral team as appropriate.

Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation will be considered.

Staff should be aware that any student displaying harmful sexual behaviours may be a victim of abuse themselves. Students are encouraged to report any form of abuse in person to a member of the pastoral team, or by emailing safespace@swps.org.uk, or by posting a note in the post box outside the DSL's office. Students are reassured in RSHE lessons that their concern will be taken seriously and will understand the law on child-on-child abuse as appropriate for their age. The school will work with all relevant agencies and safeguarding partners.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts or in particular '**upskirting**' i.e. taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification.
- ensuring all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.
- not downplaying abuse that occurs online or outside of the school or college; it should be treated equally seriously.
- never giving a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The School will seek to minimise the risk of child on child abuse by:

- Prevention: teaching students about consent and healthy relationships
- Taking a whole School approach to safeguarding & child protection
- Providing safeguarding training to staff
- Providing a clear set of values and standards, underpinned by the School's Good Behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

8.5.1 Responding to reports of child on child abuse:

Students making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. Students must never be made to feel that they are creating a problem for reporting abuse, sexual violence or sexual harassment.

If the report includes an online element staff will be mindful of [the Searching, Screening and Confiscation: advice for Schools \(DfE 2022\)](#) guidance.

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

Staff taking a report will never promise confidentiality.

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

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

Risk Assessment:

Following a report the DSL will make an immediate risk and needs assessment on a case by-case basis. The risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other students at the School.
- The victim and the alleged perpetrator sharing classes and space at School.
- The risk assessment will be recorded and kept under review.

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

Support regarding risk assessments can be accessed from the Education Safeguarding Team - education.safeguarding@surreycc.gov.uk

Action:

The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the students involved.
- Developmental stages of the students.
- Any power imbalance between the students.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options:

- Manage internally
- Early Help intervention
- Request for support to the C-SPA
- Report to the police (generally in parallel with a request for support to the C-SPA)

Ongoing Response:

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

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

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

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the School will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same School or college would seriously harm the education or welfare of the victim (and potentially themselves and other students).

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

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

The School will take any disciplinary action against the alleged perpetrator in accordance with the School behaviour policies.

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

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

The Hackett's Continuum categorises the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour
- By categorising sexual behaviours, the School can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

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

9. Anti-Bullying/Cyberbullying

Our School policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under student protection procedures.

It is important to note that abuse can take place wholly online and technology may be used to facilitate offline abuse.

The School keeps a record of known bullying incidents which is shared with the governing body and Senior Leadership Team. All staff are aware that students with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child-on-child abuse. Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

When there is 'reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Head and the DSL will also consider child protection procedures.

PSHCE education regularly provides opportunities for students to understand bullying is wrong, its impact and how to deal with it. Special activities and assemblies in Anti Bullying week also educate students about this subject.

10. Online Safety

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation. It is clear that some adults and other young people use these technologies to harm students. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing students to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings.

Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Technology often provides the platform that facilitates harm. An effective approach to online safety empowers the School to protect and educate everyone in the community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

The School has an E-safety policy which explains how we try to keep students safe in School and how we respond to online safety incidents.

Filtering and monitoring and all aspects of E Safety (including E Safety education) are reviewed annually by the E Safety Coordinator, DSLs, IT Network Manager and Head of Digital Learning. The school follows the Department for Education's guidance on filtering and monitoring: [Filtering and Monitoring Standards for Schools and Colleges](#).

Internet safety in school is monitored by the use of specialist filter software :CONTENT KEEPER

Use of mobile technology such as 3G or 4G is not monitored by CONTENT KEEPER but is managed through online safety education to both students and parents/carers.

The mobile phones of students in Years 7-11 are handed in during the school day and all students are encouraged to use the school Wi-Fi. Responsibility for maintaining and monitoring CONTENT KEEPER lies with the DSL. Daily reports (categorised as 'pornography, religious, extreme') are sent to the DSL and Deputy DSLs who work in the Wellbeing room.

Students who have been blocked from accessing harmful content are followed up by the pastoral team as appropriate. Any incidents which raise an E Safety concern in school are discussed by the DSL and E Safety Coordinator and appropriate action is taken in conjunction with the IT Network Manager. For example, to block a new website that has harmful content.

The school endeavours to block all harmful content without unreasonably impacting teaching and learning.

Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school regularly reviews its online safety education and procedures.

The Governors ensure online safety is a running and interrelated theme in the whole school approach to safeguarding and related policies and procedures. This includes considering how online safety is reflected in all relevant policies whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement

Additional resources that are available for use include:

- Parent Zone and Google have developed [Be Internet Legends](#) a free internet safety curriculum with PSHCE accredited lesson plans and teaching resources
- Useful information and resources about children's involvement in cyber dependent crime can be found in the [Cyber Choices Programme](#), produced by the National Crime Agency
- [DfE advice for schools: teaching online safety in schools \(update 2023\)](#)
- [UK Council for Internet Safety \(UKCIS\)37 guidance: Education for a connected world](#)
- [UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [The UKCIS external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- [National Crime Agency's CEOP education programme: Thinkuknow](#)
- [Public Health England: Every Mind Matters](#) and [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

11.Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism may be defined as '*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs*' and is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

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

Indicators of vulnerability include:

- Identity Crisis - the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis - the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - the student / student may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability - students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

[The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.

The School understands that some students are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous, and that such radicalisation can happen both online and offline.

The School is clear that exploitation of susceptible students and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for Schools and Childcare providers on preventing children and young people from being drawn into terrorism.

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

School staff have received training to help identify early signs of radicalisation and extremism, and opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture. The School also follows the [DfE advice Promoting Fundamental British Values as part of SMSC \(spiritual, moral, social and cultural education\) in Schools \(2014\)](#).

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

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to preventreferrals@surrey.pnn.police.uk following the [Prevent referral process](#) and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

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

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

12.Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to:

- physical or sexual abuse
- witnessing the ill treatment of others
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse.

Living in a home where domestic abuse takes place and can be seen, heard or experienced is harmful to students and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships (teenage relationship abuse) and ability to

learn. Students who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a student suffering or witnessing domestic abuse.

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

13. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a student 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 or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

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

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

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

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

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

The School includes the risks of sexual exploitation in the PSHE and RSHE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

More information about CSE can be found here: [Child Sexual Exploitation: guide for practitioners 2017](#)

14. Child Criminal Exploitation & Gangs

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a student into any criminal activity in exchange for something the victim needs or wants and /or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual CCE does not always involve physical contact; it can also occur through the use of technology.

County lines is the term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one of more importing areas of the UK, where students are exploited to move and store drugs and money. There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A student who is affected by gang activity, county lines or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect. The [County Lines Toolkit for Professionals \(Children's Society\)](#) contains helpful information.

Teenagers can be particularly susceptible to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

A student who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

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

Any member of staff who has concerns that a student may be at risk of harm should immediately inform the DSL. The DSL will contact the C-SPA. If there is concern about a student's immediate safety, the Police will be contacted on 999.

The [National Referral Mechanism](#) (NRM) is a framework for identifying victims of human trafficking or modern slavery and ensuring they receive appropriate support and an NRM referral, together with Social Care and Police colleagues, will be considered if there are concerns that a student is being criminally or sexually exploited.

15. Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced labour. Exploitation can take many forms, including sexual exploitation, forced criminality and even the removal of organs. Further information of the signs that someone may be the victim of modern slavery and how to refer them to the [National Referral Mechanism](#) can be found here: [Modern Slavery: how to identify and support victims.](#)

Sir William Perkins's School is committed to ensuring there is no modern slavery or human trafficking within any part of its business or supply chain.

16.Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It could include: unauthorised access to computers ('hacking'), making or supplying malware, or denial of service attacks. Young people with a particular interest or skill in IT maybe drawn into this type of crime. If there are concerns about a student in this area, the DSL should consider a referral to Cyber Choices police programme.

Additional advice on types of cybercrime and how to report it can be found via [Action Fraud](#) - the UK's national reporting centre for fraud and cybercrime

17.Youth produced sexual imagery (sexting)

The practice of students sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given students the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Youth produced sexual imagery refers to both images and videos where:

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

All incidents of this nature will be treated by the School as a safeguarding concern and in line with the UKCCIS guidance '[Sexting in Schools and colleges: responding to incidents and safeguarding young people](#)'

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a student is sexual abuse and will be treated as a safeguarding concern.

If a member of staff becomes aware of an incident involving youth produced sexual imagery the following actions should be taken:

- confiscate the device involved and set it to flight mode or, if this is not possible, turn it off.
- staff must not view, copy or print the youth produced sexual imagery.
- follow the child protection procedures and refer to the DSL immediately.

The DSL will hold an initial review meeting with appropriate School staff and subsequent interviews with the students involved (if appropriate). Parents will also be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the student at risk of harm.

At any point in the process if there is concern a student has been harmed or is at risk of harm a request for support should be made to the C-SPA or the Police as appropriate.

Immediate request for support at the initial review stage will be made to Children's Social Care/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the student's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a student is at immediate risk of harm owing to the sharing of the imagery, for example the student is presenting as suicidal or self-harming.

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

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the student in the imagery.
- The student is susceptible, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the students involved.
- The image is of a severe or extreme nature.
- The student involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The student(s) have been involved in incidents relating to youth produced sexual imagery previously.

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

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

18. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s](#), which are identified in the course of their professional work, to the police. The duty applies to all persons in School who are employed or engaged to carry out 'teaching work' in the School, whether or not they have qualified teacher status.

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

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, **the teacher should personally and immediately make a report to the police force in which the girl resides by calling 101.**

School staff are trained to be aware of risk indicators of FGM and concerns about FGM outside of the mandatory reporting duty will be reported using the School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer holiday.

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

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

19. Forced Marriage

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

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since February 2022 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if coercion is not used. As with existing force marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Further information can be found in [The right to choose: government guidance on forced marriage](#).

School staff will never attempt to intervene directly as a School or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit at Surrey Police by ringing 101.

20. Honour-based Violence or Abuse

Honour-based violence (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion;

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

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

21. One Chance Rule

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

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

22. Private Fostering Arrangements

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

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

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

The School recognises that most privately fostered students remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the student has been trafficked into the country.

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

23. Looked After Children

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

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

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

The designated teacher (DSL) and Safeguarding Governor will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The DSL will have details of the student's social worker and the name and contact details of the Surrey County Council's Head of Virtual School.

The DSL will work in partnership with the Virtual School Assistant Head to discuss how to support the progress of looked after students in the School and meet the needs of the student within their personal education plan.

24. Child Abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by people known to the child or by strangers. Other community safety incidents in the vicinity of the school can raise concerns amongst students and parents, for example unknown adults loitering or engaging students in conversation.

25. Children and the court system and children with family members in prison

Students may sometimes be required to give evidence in court and a [Young Witness Guide](#) is available to support young people. In addition, making childcare arrangements in the event of a family breakdown can be stressful for students and the School will offer appropriate support and will be alert to the need for Early Help for students who are affected by having a parent/carer in custody or who is affected by repeat offending.

In the case of students with a family member in prison, appropriate support will be given via the pastoral team as these students are at risk of poor outcomes. The [National Information Centre on Children of Offenders](#) provides information for professionals working with students in this situation. Useful support can be found here: [HM Courts and Tribunals Service](#).

26. Children who are absent from education for prolonged periods / repeated occasions

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

The School recognises that children who are absent from education for repeated occasions, unexplained and/or persistent absences are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Therefore, the School will:

- Ensure that there is a record of joiners and leavers as defined in The Education (Student Registration) (England) 2006.
- Enter students on the admissions register on the first day on which the School has agreed, or has been notified, that the student will attend the School. Notify the Local Authority within five days of adding a student's name to the admission register. The notification must include all the details contained in the admission register for the new student.

- Monitor each student's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.
- Hold, where reasonably possible, at least two emergency contact number for each student.
- Ensure that where parents notify the School, in writing, of their intention to electively home educate the School will forward a copy of the letter to the Education Inclusion Team. If the student has an EHCP, the local authority will need to review the plan working closely with parents. Where parents orally indicate that they intend to withdraw their student to be home educated and no letter has been received, the School will not remove the student from roll and will notify the appropriate Inclusion Team at the earliest opportunity.
- Make reasonable enquiries to establish the whereabouts of a student jointly with the Local Authority, before deleting the student's name from the School register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of [The Education \(Student Registration\) \(England\) 2006](#).
- Notify the Local Authority when they are about to remove a student's name from the School register under any of the fifteen grounds listed in the regulations. When removing a student's name, the School will notify the Local Authority of:
 - (a) the full name of the student
 - (b) the full name and address of any parent with whom the student normally resides
 - (c) at least one telephone number of the parents
 - (d) the student's future address and destination School, if applicable
 - (e) the ground in regulation 8 under which the student's name is to be removed from the School register.
- Remove a student's name from the admissions register on the date that the student leaves the School.

Useful guidance can be found in [Working together to improve school attendance 2024](#).

27. Pupils Missing Out on Education

The vast majority of students engage positively with School and attend regularly. However, in order to flourish, some students require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that students accessing alternative provision or a reduced or modified timetable may have additional vulnerabilities.

To accommodate such needs the School will:

- gain consent (if required in statute) from parents to put in place alternative provision and/or a reduced or modified timetable
- continue to be responsible for the safeguarding of any student at alternative provision
- ensure that the parents (and the local authority where the student has an EHCP) are given clear information about alternative provision placements and reduced or modified timetables: why, when, where, and how they will be reviewed
- keep the placement and timetable under review and involve parents in the review. Reviews will be frequent enough to provide assurance that the off-site education and/or modified timetable is achieving its objectives and that the student is benefitting from it
- will monitor and track students attending alternative provision to ensure that the provision meets the needs of the student

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

The School leadership will report to Governors information regarding:

- any formal direction of a student to alternative provision to improve behaviour
- the use and effectiveness of the use of alternative provision and modified timetables.

28.School Attendance and Behaviour

Full details of the policies and procedures relating to attendance and behaviour can be found in the following School Policies:

- Attendance Policy
- Good Behaviour Policy
- Discipline and Exclusions Policy

The School recognises that persistent absence from School, students who frequently go missing from home, School or care, experience multiple suspensions, are at risk of permanent exclusion, or in alternative provision may be at risk from abuse, neglect, exploitation and be in need of Early Help. The DSL will regularly liaise with members of School staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

The School will work in partnership with Surrey Police and other partners for reporting students that go missing from the School site during the School day. Staff will be particularly alert to signs of students at risk of travelling to conflict zones, female genital mutilation and forced marriage. Further useful information can be found in [Working together to improve school attendance 2024](#)

29.Whistle-blowing

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the School's safeguarding arrangements. If it becomes necessary to consult outside the School, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their School. Staff can call the [NSPCC Whistleblowing advice line](#): 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and 9:00 AM to 6:00 PM at weekends, and via email: help@nspcc.org.uk.

Whistle-blowing regarding the Head should be made to the Chair of the Governing Body whose contact details are available to staff. (See also [Appendix 1](#))

30. Monitoring of this policy

This policy will be reviewed and updated annually by the Deputy Head Pastoral (DSL) or as events or legislation change requires.

The DSL will monitor the operation of this policy and its procedures and report to the designated governor responsible for safeguarding and child protection.

As part of a wider process for proprietorial oversight, this designated governor will make an annual report to the Governing body as part of its annual review of safeguarding procedures.

Next scheduled review date: September 2025		Last reviewed: September 2024	
Key updates in Sept 24		• Updates of terminology in line with KCSIE 2024 • Update to language in accordance with KCSIE 2024 - CME replaced with Children who are absent from education for prolonged periods / repeated occasions, addition of 'exploitation' to definitions of abuse, the impact of domestic abuse on children and young people • Addition of the importance of recording the rationale for decisions taken and not taken • Update of links to external documents • Rewording / reorganisation of some sections to improve clarity further • Updated training records for DSL and DDSLs	

List of Appendices:

1. Guidelines for staff on safeguarding Students
2. General information about UK laws relating to Safeguarding
3. Referral guidelines for DSL
4. Safer Recruitment
5. Safeguarding Procedures at SWPS (Quick Guide)

31.APPENDIX 1- Guidelines for staff on safeguarding Students

Relationships between staff and students at SWPS are friendly and mutually respectful. These guidelines have been formulated in order to maintain this balance.

The purpose of these guidelines is to:

- confirm and reinforce the professional responsibilities of staff (both teaching and non-teaching)
- clarify the legal position in relation to sensitive aspects of staff/student relationships;
- set out the expectations of standards to be maintained within the School

a) Introduction

Allegations of unprofessional conduct or improper contact or words can arise at any time. All members of staff are reminded that professionalism and vigilance are required, so as to ensure the safety of young people in our care, and to reduce the risk of an allegation of impropriety against a member of staff.

This guidance applies to all adults working in this School, and not just teachers. It should be noted that forming inappropriate relationships with students or students at another School may also be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the staff involved cannot be trusted to maintain professional boundaries with students and students at this School.

Members of staff are to take particular care when dealing with a student who:

- appears to be emotionally distressed, or generally susceptible and/or who is seeking expressions of affection from a member of staff;
- appears to hold a grudge against a member of staff;
- acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar;
- may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.

Note: some of these behaviours may be indications that a student has been, or is currently being, abused and should therefore be reported to the DSL under the School's safeguarding and child protection procedures. Staff should be aware of the general guidance that will apply in all cases.

In particular, staff must:

- exercise professional judgement, but always act within the spirit of these guidelines. If staff are involved in a situation where no specific guidance exists, they should discuss the circumstances with the DSL. A written record should be kept that includes justifications for any action taken;
- be familiar with procedures for handling allegations against staff;
- be aware of the School's Safeguarding and child protection procedures;
- seek guidance from the DSL if they are in any doubt about appropriate conduct.

b) Professional code of conduct and staff behaviour

All staff, including self-employed staff, agency staff and volunteers, should observe the School's rules on smoking and alcohol, and policy on Drugs Education and Misuse. Sports Coaches must abide by the code of conduct outlined in the Sports Coaches Code of Conduct document which is given to them by the Director of Sport.

A member of staff accused of a criminal offence is expected to inform the School at the earliest opportunity. Failure to do so may be a disciplinary offence. Consideration will be given to disciplinary procedures in relation to the accusation, taking all the circumstances into account.

Staff should ensure that they use appropriate language at all times and:

- only use electronic communication (e.g.: emails, text messages, etc.) in a professional capacity. [Staff should recognise that electronic communication with students may constitute a potential safeguarding issue.];
- do not communicate with students via social networking sites (e.g.: Facebook, etc);
- avoid words or expressions that have any unnecessary sexual content or innuendo;
- avoid displays of affection either personally or in writing (e.g.: messages in birthday cards, text messages, emails etc.);
- avoid any form of aggressive contact such as holding, pushing, pulling or hitting, which could amount to a criminal assault, or threatening words;
- avoid any words or actions that are over-familiar;
- do not swear, blaspheme or use any sort of offensive language in front of students;
- avoid the use of sarcasm or derogatory comments when punishing or disciplining students;
- avoid unprofessional personal comments about anyone.

Staff should ensure they:

- dress in a professional manner;
- dress in a way that is not offensive, distracting or revealing;
- do not wear contentious slogans or badges;
- are aware of the particular risks to internet security that digital media and their usage presents and so will comply with the existing School policies on the 'Acceptable use of IT' and the 'Digital Media Policy'.

c) Record Keeping

The School understands that comprehensive records are essential and, therefore, any incident involving students that could give cause for concern, whether contemplated in these guidelines or not, will be recorded with discussions, decisions, referrals and the rationale for any action taken or not taken. In addition, any incident will be promptly reported to the DSL. Records are stored electronically in the School's online records system known as CPOMS.

d) One-to-one contact with students

Members of staff teaching one student, or conducting a one-to-one meeting or teaching session with a student should take particular care in the following ways:

- use of a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place;
- arrange the meeting during normal School hours when there are plenty of other people about;

- do not continue the meeting for longer than is necessary to achieve its purposes;
- avoid sitting or standing in close proximity to the student, except as necessary to check work;
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- avoid any conduct that could be taken as a sexual advance;
- report any incident that causes you concern to the DSL and make a written record (dated and signed).

Pre-arranged meetings with individual students outside School are not permitted unless approval is obtained from their parents and the Head in advance.

In circumstances where home visits are necessary staff should:

- discuss the purpose of any visit with the Head in advance;
- not visit unannounced if it can be avoided;
- leave the door open where they will be alone with students;
- keep records detailing time of arrival and departure and work undertaken;
- discuss with the DSL anything that gives cause for concern and refer immediately to external agencies where appropriate (e.g. refer to the Police or emergency services if a student has been harmed or is in imminent danger);
- have a mobile phone and an emergency contact.

e) Conveying a student by car

The member of staff should consult the School's Health and Safety Procedures and parental consent must always be sought. In the rare event of an emergency where this is not possible, parents must be informed as soon as practicable. Safety is paramount, so seat belts must be worn and it is advisable to have the student seated in the rear of the car.

f) Crushes

"Crushes" fixations and infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation.

Where a member of staff suspects that a student has a "crush" on them or on another colleague, they must bring it to the attention of the DSL at the earliest opportunity.

g) Guidelines on touch and physical restraint

All forms of corporal punishment are unlawful. It is also never lawful to use force as a punishment.

However, the School acknowledges that there can be cases where restraint may be necessary.

By law, teaching staff and other staff who are authorised by the Head or a Deputy Head to have control or charge of students, may use such force or physical contact as is reasonable in the circumstances to prevent a student from doing, or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

This applies when a teacher, or other authorised person, is on School premises and when they are in control or charge of the student elsewhere, for example on a field trip or other authorised out of School activity. It only applies where no other form of control is available and where it is necessary to intervene.

If it is necessary to intervene physically, a teacher should, wherever practicable:

- tell the student, in advance of physical intervention, to stop and what will happen if they do not.
- continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- always avoid touching or holding a student in a way that might be considered indecent.
- act in a way that might reasonably be expected to cause injury.

The member of staff involved should inform the Head or a Deputy Head immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. The member of staff should provide a written report as soon as possible afterwards on CPOMs.

Surrey County Council guidance provides further detailed information: [SCC Touch Physical Restrictive Intervention and Restraint \(2022\)](#)

Action taken in self-defence or in an emergency

The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a student is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.

There is no legal definition of “reasonable force”. It will always depend on the circumstances. Note that:

- physical force could not be justified to prevent a student from committing a trivial misdemeanour;
- any force should always be the minimum needed to achieve the desired result;
- whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the student.

Physical contact in other circumstances

Physical contact between a member of staff and a student may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. In such cases, members of staff should observe the following guidelines (where applicable):

- explain the intended action to the student;
- do not proceed with the action if the student appears to be apprehensive or reluctant, or if you have other concerns about the student’s likely reaction;
- ensure that the door is open and if you are in any doubt, ask a colleague or another student to be present during the demonstration.

If you are at all concerned about any instances of physical contact, inform the DSL without delay, and make a written record.

Touching may also be appropriate where a student is in distress and needs comforting. Staff should use their own professional judgement when they feel a student needs this kind of support and should be aware of any special circumstances relating to the student. For example, a student who has been abused may find physical contact particularly difficult. Staff should always notify the DSL when comfort has been offered and should seek guidance if unsure whether it would be appropriate in a particular case.

Where staff are administering first aid they should explain to the student what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's First Aid Policy

Note that students are entitled to privacy when changing or showering. However, there still must be an appropriate level of supervision to ensure safety. Adults should:

- avoid physical contact or intrusive behaviour when students are undressed;
- announce themselves when entering changing rooms and avoid remaining unless required;
- not shower or change in the same place as students.

Generally, regular physical contact can only be justified if it is part of an agreed plan.

Where a student has previously been abused, staff should be informed on a 'need to know' basis and should be extra cautious when considering the necessity of physical contact.

h) Contact with students outside School hours

Staff should avoid unnecessary contact with students outside School:

- they should not give students their home address, home 'phone no., mobile 'phone no. or e-mail address, except for specific professional reasons;
- they should not send personal communications to students;
- they should not make arrangements to meet students, individually or in groups, outside School other than on School trips authorised by the Head
- they should avoid contacting students at home unless this is strictly necessary; they should keep a record of any such occasion;
- they should not give a student a lift in their own vehicle other than on School business and with permission of the Head;
- they should avoid inviting students (groups or individuals) to their home unless there is a good reason and it has been approved by a member of the Senior Leadership Team;
- they should ensure that students do not see anything in their home that may cause embarrassment or might become the subject of inappropriate gossip or rumour.

Staff should be aware that where they meet students or parents/carers socially, their contact could be misinterpreted as grooming. Any social contact that could give rise to concern should be reported to the DSL.

Members of staff who are friends with parents/carers of students or are voluntary workers in youth organisations attended by students, will of course have contact with students outside School. However, they should still respect the above advice where possible and keep the Head informed of such relationships.

Where staff are arranging planned social contact with parents/carers or students, such as part of a reward scheme (eg a trip off-site) or pastoral care programme, they should still seek the prior approval of the DSL.

The same guidelines should be applied to after School clubs, School trips, and especially trips that involve an overnight stay away from the School [there are separate, more detailed guidelines for School trips] which are outlined in the School's 'Educational Visits Policy'. They also apply to contact with young people who are students at another School.

i) Photographs, videos and use of social media

When staff are taking or displaying photographs or video camera footage of any students in class, at any School events or on a trip, School devices should be used and the following should be considered:

- the purpose of the activity should be clear, as should what will happen to the photos;
- all images should be available in order to determine acceptability;
- images should not be made during one-to-one situations;
- if an image is to be displayed in a place to which the public have access, it should not have the student's name unless appropriate permissions have been obtained. Similarly, where a student is named (in a School prospectus, for example) the name should not be accompanied by a photograph;
- all images of students should be stored securely in the SWPS photograph library and only accessed by those authorised to do so;
- no images of students should be stored on devices or home computer equipment.

Any questions about taking or retaining photographs must be referred to the DSL and the Director of Marketing and Admissions.

Staff must also ensure students are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and staff must not use School property to access such material. Staff should not allow unauthorised access to School equipment and should keep their computer passwords safe. If staff discover material that is potentially illegal, they must isolate the equipment and contact the School's DSL immediately.

j) Confidentiality and data protection

Staff have a legal responsibility under the Data Protection Act (2018) to protect the privacy of students, parents/carers and colleagues. Please see our suite of Data Privacy Notices.

Confidential information regarding safeguarding must only be disclosed on a need-to-know basis. If staff are not sure whether they should disclose information, they should seek advice in person from the DSL and/or Deputy DSLs.

Members of staff may have to disclose information, for example where abuse is alleged or suspected. In such cases, there is a duty to pass on the information immediately, but only to the DSL and/or Deputy DSLs.

k) Gifts and rewards

Where staff receive a gift they should:

- declare the gift to the Bursary in cases where there is a possibility a gift could be misconstrued;
- decline gifts that could be seen as a bribe or that have created an expectation of preferential treatment.

Although it is accepted that parents/carers or students may make small gifts to show appreciation, the member of staff must declare it immediately to the Business Director if the gift is of a value of £100 or more, and this will be recorded.

Where staff are thinking of giving a gift or reward to a student it should:

- only be provided as part of an agreed award scheme;
- in all cases except the above, be of little value and should be distributed equally;
- selection processes should be fair and where possible should be agreed by more than one member of staff.

Decisions regarding entitlement to benefits and privileges such as admission to School trips, activities or classroom tasks must avoid perceptions of bias or favouritism. The selection process must be based on transparent criteria.

l) Communication with students and technology

SWPS recognises that students should understand the risks posed by adults or young people who use the internet and social media to bully, groom or abuse other people, especially students and susceptible adults and further details of how the School approaches these issues can be found in our Digital Media, E Safety and PSHCE policies. All communications with students or parents/carers should conform to School policy and be limited to professional matters. Except in an emergency, communication should only be made using School property. These rules apply to any form of communication, including the use of digital technologies such as mobile phones, web cams and social communication apps.

m) Whistle blowing (Safeguarding Concerns)

SWPS has a culture of valuing staff and reflective practice. There are procedures for reporting and handling concerns (see below) and provision will be made for mediation or dispute resolution where necessary. Staff must report any activities or behaviour of colleagues that gives them cause for concern, however it must be understood that there will be transparency and accountability in relation to how concerns are received and handled.

It should be understood that the School will not penalize anyone who, in good faith, reports a cause for concern. In the first instance staff should normally raise safeguarding concerns with the DSL. Any concern about the DSL should be raised with the Head. Any concern about the Head should be raised with the Chair of Governors, who can be contacted for this purpose by asking the Clerk to the Governors to arrange for Chair of Governors to telephone them in confidence.

A concern may be raised verbally or in writing. Staff who wish to make a written report should use the following format:

- The background and history of the concern;
- The reason why they are particularly concerned about the situation or individual.

The earlier a concern is expressed, the easier it is to take action. In order to assist with any investigation, staff should provide as much detail and supporting evidence as possible regarding their concern. The School encourages staff to put their name to the allegation whenever possible.

Training and support will be provided for staff where necessary. If it becomes necessary to seek advice from outside the School, the member of staff should speak to the LADO. Help can also be sought by contacting the NSPCC whistle-blowing advice line (0800 0280285)

32.APPENDIX 2 - General information about the UK laws relating to safeguarding

In addition to being gross misconduct, it is a criminal offence under the Sexual Offences Act 2003 for a person aged 18 or over who is in a position of trust in relation to another person under 18 to engage in sexual activity with that person. Sexual activity is defined broadly and does not have to include physical contact. The offence is punishable by imprisonment and/or an unlimited fine.

For the purposes of the Act, a teacher is in a position of trust in relation to students at the School at which he or she is teaching. It should be noted, however, as explained above, that forming inappropriate relationships with students at SWPS or students at another School may also be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the staff involved cannot be trusted to maintain professional boundaries with students and students at this School.

The Sexual Offences Act 2003 also introduced the offence of "meeting a child following sexual grooming". This applies where an adult arranges to meet a student aged under 16 in any part of the world, if he/she has met or communicated with that student on at least two earlier occasions and intends to commit a sexual offence against that student. The law is clearly intended to apply where adults contact students through the internet. However, the prior meetings or communications need not have an explicitly sexual content.

Most sexual activity involving a person under the age of 16 (male or female) is an indecent assault which is both a criminal offence and a matter for which damages can be awarded. This is so, even when the younger person is alleged to have provoked or encouraged the activity.

The Education (Prohibition from Teaching or Working with Children) Regulations 2003 (SI 2003 No 1184) require that where an employee dismissed for misconduct or as being unsuitable to work with children (or resigns to avoid such dismissal) he or she must be reported to the Secretary of State and may be barred or restricted from teaching or working with children.

Every disclosure by a student must be taken seriously and investigated in line with the School's policy. It may be necessary to involve social services who may themselves involve the Police if there are grounds for thinking that a criminal offence has been committed.

33. APPENDIX 3 - Referral guidelines for the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads

- All allegations will be reported straightaway to the DSL who will keep the Head informed.
- In the absence of the Head, or in cases where the Head is the subject of the allegation or concern, the Chair of Governors will receive the report.
- The action to be taken will take into account the nature and seriousness of the suspicion or complaint.
- The wishes of the student who has disclosed, provided that the student is of sufficient understanding and maturity and properly informed, should be taken into account. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a student's wishes;
- The wishes of the parents of the student who has made a disclosure, provided that they have no interest which is in conflict with the student's best interests and that they are properly informed, may also be taken into account. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the DSL is concerned that disclosing information to parents would put a student at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
- A disclosure involving a serious criminal offence will always be referred to the SCS or Police without further investigations within the School.
- The DSL will refer to the Head and contact outside agencies for support within 24 hours of the disclosure or suspicion of abuse.
- If there is room for doubt as to whether a referral should be made, the DSL may consult with the LADO or other appropriate professionals on a "no names" basis without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of significant harm, a referral will be made to the C-SPA within 24 hours. If no response or acknowledgement is received within three working days, the DSL will contact Surrey children's services again.
- A referral to the C-SPA or police will not normally be made where:
 - the disclosure does not involve a serious criminal offence; and
 - a referral would be contrary to the wishes of a student disclosing who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the student's parents; and
 - the case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.

However, if during the course of the internal procedures, it appears that the situation is more serious, the DSL and/or Deputy DSLs will again consider whether a referral should be made

- Students who have suffered, or are at risk of suffering, serious harm will be reported via use of a [Request for Support Form](#) or made by telephone 0300 470 9100
- For situations in which students are in need of additional support from one or more agencies, guidance will be led by inter-agency assessment using local processes.
- The DSL will inform the parents/carers or guardians, if appropriate, and record responses, statements and observations in connection with the alleged abuse.
- Staff will be informed of the need to monitor the student concerned. However, there will not be a disclosure of information.
- Other agencies, including the Police, will be informed, where and when necessary (Contact Centre for **Local Authority Advice for Schools and Colleges Safeguarding**

Adviser: 01483 518158; or the Surrey North West Referral Hub: 0300 123 1630), following the phone call with a written referral.

- The Head, having discussed with the LADO, will report to the Disclosure and Barring Service (DBS) within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used they are considered unsuitable to work with children.

The contact details for referrals are:

PO Box 181, Darlington DL1 9FA.

Tel: 01325 953 795

Failure to make such a report to the DBS constitutes an offence and the School may be removed from the DfE register of Independent Schools. 'Compromise agreements' cannot apply in this connection.

- If the allegation against a teacher is in any way connected to the risk of harm, or actual harm, to a student (safeguarding) then you should make the referral to the Disclosure and Barring Service (DBS).
- If misconduct and safeguarding are both involved, or if you are in any doubt, referral should be made to both the DBS and [Teaching Regulation Agency](https://www.gov.uk/government/organisations/disclosure-and-barring-service) (TRA). Further information relating to referrals to the DBS can be found on its website: www.gov.uk/government/organisations/disclosure-and-barring-service.

A prohibition order may be appropriate if there has been:

- unacceptable professional conduct;
 - conduct that may bring the profession into disrepute;
 - a conviction, at any time, for a relevant offence.
- You must be aware of your duties of confidentiality at all times, bearing in mind the lawful rights and interests of the School community as a whole, including its employees and its insurers;

Whether or not the School decides to refer a particular disclosure to the SCS or the Police, the parents and student will be informed in writing of their right to make their own disclosure or referral to Surrey Social Service Department or the Student Protection Unit or the Police and will be provided with contact names, addresses and telephone numbers, as appropriate

Useful Contacts:

Local Authority Designated Officer	TEL: 0300 123 1650 option 3 EMAIL: lado@surreycc.gov.uk
Surrey children's services	TEL: 0300 470 9100 EMAIL: csmash@surreycc.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 01483 517898
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk

Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000100 EMAIL: concerns@isi.net

34.APPENDIX 4 - Safer Recruitment

The School is committed to following the guidelines for safer recruitment (including DBS checks and compliance with the Independent School Standards Regulations) in recruiting staff to all posts at the School in order to minimise the risk of employing anyone unsuitable who could put students at any kind of risk, see the School's Recruitment, Selection and Disclosure Policy for further details.

Assurance is always obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's students on another site (e.g. in a separate institution).

35.APPENDIX 5 - SAFEGUARDING PROCEDURES at Sir William Perkins's School

Contacting the Safeguarding Team

The Designated Safeguarding Lead (DSL):

Mrs Heather O'Connor Deputy Head Pastoral
email: Hoconnor@swps.org.uk

Deputy Designated Safeguarding Leads:

Mrs A Stebbings – Head of Year 7
email: Astebbing@swps.org.uk

Mrs K Davis – Pastoral and Wellbeing Room Coordinator
email : Kdavis@swps.org.uk

Mrs D Payne – Pastoral and Wellbeing Administrator
Email: DPayne@swps.org.uk

Mr T Kirby – Duke of Edinburgh Award Scheme Manage
Email: TKirby@swps.org.uk

Mrs T Tyler – Head of Year 8
Email: T.Tyler@swps.org.uk

Head: Mrs D Picton

Email: Head@swps.org.uk

Governor:

The designated Governor responsible for safeguarding and child protection is **Mr Chris Newell** who may be contacted via the school office.

Concern	What does this mean?	Refer to	What happens next?
Student under the influence of alcohol or drugs.	You believe that a student is under the influence of alcohol or drugs.	Deputy Head Pastoral /HoY. Or DSL team via emails above	Invoke disciplinary procedure and mentoring/counselling support offered. The safeguarding team member will record the details on the safeguarding database.
Alcohol/ substance misuse	You are concerned that a student is harming themselves or at risk of harm through alcohol or substance misuse.	DSL team or pastoral team	The relevant staff on the safeguarding team will meet with the student and keep full notes of the meeting with the student.

Bullying and harassment	You are concerned that a student is being bullied or harassed within School or outside of School. Bullying may be direct or indirect, and may involve texting, emails, Facebook, YouTube etc.	Pastoral or DSL team via emails/CPOMs	Safeguarding Team/HoY will note all the relevant details and will liaise with the victim, bully/bullies and any other stakeholders as required to seek resolution, which may include invoking disciplinary procedures. The Safeguarding Team/HoY will record details of all reported cases of bullying harassment on a standard template which will be sent to the DSL at the end of each half-term to monitor occurrences. The Safeguarding Team/HoY may request a Counsellor to support all involved; both victim and perpetrator. The Safeguarding team member will record the details on the School's safeguarding database CPOMS.
Student in Need	You think that a student has complex needs may require targeted preventative services to protect them from significant harm including mental health worries.	DSL team	The member of the Safeguarding team allocated to the case will discuss the referral with you; arrange to meet the student or young person and will take notes of the meeting and will be responsible for any necessary follow up action with other agencies as appropriate: SSCP, Police etc. Referral to other agencies will be made within 24 hours. SSCP referral procedure requires confirmation in writing within 48 hours.

Child Protection	You are concerned that a student has been or may be subject to abuse (physical/emotional/sexual/exploitation/ financial, child on child) or neglect, or may be at risk of significant harm.	DSL team	The member of the Safeguarding team allocated to the case will discuss the referral with you; arrange to meet the student and will take notes of their meeting and will be responsible for any necessary follow up action with other agencies as appropriate; Surrey Safeguarding Children's Partnership (SSCP), Police. Referral to other agencies will be made within 24 hours. SSCP referral procedure requires confirmation in writing within 48 hours. The Safeguarding team member will record the details on the School's safeguarding database CPOMS.
CSE (child sexual exploitation)	You have concerns for a student.	DSL team	DSL will contact SSB and/or Police as necessary.
A student has distributed inappropriate images	You believe that a student has distributed inappropriate images by text, email, internet posting or any other mechanism.	DSL team DO NOT VIEW ANY IMAGES YOURSELF	The HoY or DSL team will record, investigate the concern. If the HoY believes that the School email account or the student's internet access in School needs to be checked, he or she will contact the IT team or IT helpdesk for assistance. Where appropriate the disciplinary process will be followed. The safeguarding team member will record the details on the School's safeguarding database CPOMS.

Domestic Violence	You are concerned that a student is experiencing domestic violence themselves (eg by a partner or a parent) or witnessing domestic violence within their home.	DSL team	The safeguarding team will discuss with the student how they can help to protect themselves and may refer them to counselling. The safeguarding member will ascertain whether there are any other students being subjected to domestic violence and if so will refer concerns to SSCP or to the Police.
Early Help Approach (EHA) (formally CAF).	Working with the family you believe some intervention may be needed and that a student may require early intervention via a multi-agency approach.	DSL team	DSL/DDSL will get full details and will meet with the student and family (with permission) as required to complete a pre-assessment form. Safeguarding Team will decide if an EHA is needed and who will lead. If an EHA is not required the DSL will advise of an appropriate alternative course of action.
Eating Disorders	You are concerned that a student is displaying anorexic or bulimic tendencies.	Pastoral and DSL team	Record on CPOMs or report to a DSL in person. Support offered and access to CAMHs or other agency. If the student is under 18 years their parents/carers will be contacted if appropriate.
e-safety concerns	A student is putting themselves or someone else at risk by, e.g., unsafe use of the internet, accessing inappropriate websites and doctoring and/or distributing inappropriate images of themselves or another person.	E Safety Coordinator, DSL Team	The allocated pastoral team member will investigate your concern and meet with any relevant parties as required, keeping a full written record. They will liaise with the DSL or HoY as required, and may need to refer the matter to the Police. The Safeguarding team member will record the details on the School's safeguarding database CPOMS.

FGM (female genital mutilation)	You are worried that a student may have been mutilated or is going to be mutilated	DSL team Person must notify the Police.	DSL will make a referral to the C-SPA and/or Police as necessary.
First Aid	You are a First Aider who has been called to treat an injury, which you think is evidence of either self-harm or non-accidental injury.	Pastoral and DSL team	In the event that it is found that the student is self-harming and is under 18 years, their parents/carers will be contacted if appropriate. The student will be referred to counselling and a discussion will be held with the DSL whether to refer to SSCP.
Gender issues or sexual orientation	A student has disclosed that they have issues regarding their sexuality.	Pastoral team	An appropriate member of the pastoral team will support the individual as appropriate
Homelessness	You think that a student is at risk of homelessness or has been made homeless.	DSL Team	The DSL will call C-SPA and make a Request for Support referral to ensure short, medium and long term support for the student. DSL to meet with student. The safeguarding team will record all notes on the on CPOMS.
A student is concealing illegal or dangerous items	You believe that a student is carrying illegal items (eg drugs) or something dangerous (eg knife) and that you would like a search to be requested.	Senior Leadership Team	Those able to assist with this referral will accompany the staff member to meet with the student and request that they empty their pockets and/or allows their bags to be checked. If any drugs or dangerous items are found they will be confiscated immediately. In the event of illegal drugs being found, the Police

			will be called if appropriate. In the event of a dangerous item being found, if the student is under 18 years, their parents/carers will be contacted and the Police contacted if judged appropriate; if over 18, the Police will be called if judged appropriate. Disciplinary procedures will be followed. The safeguarding team member will record the details on the on the School's safeguarding database CPOMS.
Teenage Pregnancy	A student has disclosed that she is pregnant.	DSL team	DSL to be advised and appropriate pastoral support to be given
Radicalisation	You have concern that a student may be involved in extremism/drawn into terrorist ideology/is identified as being susceptible to being drawn into terrorism.	DSL team	DSL or Deputy DSL will investigate and refer to the Channel programme if necessary.
Self-harm	You think that a student has self-harmed or may be at risk of self-harm.	Pastoral team	Report via CPOMS. In the event that is found that the student is self-harming and is under 18 years, their parents/carers will be contacted if appropriate. The student will be referred to a member of the Safeguarding Team for advice and if appropriate outside counselling.

Suicide	You are concerned that a student may attempt suicide; has indicated that they are having suicidal thoughts; discloses that they have previously attempted suicide; or that they have taken tablets or undertaken any other seriously self-harming activity.	DSL team Best practice; if student is coherent, contact NHS direct for further advice and assessment of medical needs if appropriate.	A member of the team will meet with the student immediately and make an assessment of the best course of action. In the event that: 1. The student has taken tablets or undertaken some other method to pose immediate harm to themselves, immediate medical attention will be sought. Students will be asked for consent to contact a parent/carer; if consent is not offered contact will need to be made anyway to parents/carers of those aged under 18 years or susceptible adults. Referral will be made to SSCP within 24 hours and the counsellor will be assigned to support the student. 2. If the student has previously attempted suicide, may be at risk of suicide and/or has expressed suicidal thoughts, the counsellor will be assigned to support the student and the DSL or Deputy DSLs will advise liaison with external agencies and parents/carers. 3. A fit to return to study assessment and RA will be undertaken before the student is permitted to return to School.
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Young Carers	You know that a student is a young carer for a family member.	Advise the pastoral team	The Team will ensure that this information is appropriately shared with staff and the student is offered extra support as and when necessary at least once a term. A referral may be made to the C-SPA
Child Sexual or Criminal exploitation	You are concerned that a student may be being exploited sexually or criminally	DSL team	A member of the team will meet with the young person to assess the situation and a referral may be made to the C-SPA or police if necessary
Child on Child Abuse	You are concerned that a student is being harassed or mistreated (sexually or otherwise) or has received unwanted images by a peer	DSL team DO NOT VIEW ANY IMAGES YOURSELF	A member of the team will speak to the student and investigate. The level of harm will be ascertained and appropriate action taken Students may be separated in class if the alleged perpetrator is in school A referral to the police or C-SPA may be necessary depending on the investigation

Anyone has the right to make a direct referral to the Surrey Safeguarding Children's Partnership on **0300 470 9100 or ring the police if they are concerned about the safety of a student**