



Safeguarding and Child Protection Policy

1. Safeguarding Statement

“Safeguarding is Everyone’s Business”.

- 1.1. The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children, including those in the Early Years.
- 1.2. The School makes every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.
- 1.3. The purpose of this policy is to provide staff, volunteers and Governors with the framework they need in order to keep children safe and secure at Ripley Court School. The policy also informs parents and guardians how the School will safeguard their children whilst they are in its care.

Terminology

Safeguarding and promoting the welfare of children is defined as¹:

- protecting children from abuse and maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes set out in the Children’s Social Care National Framework
- preventing impairment of children’s mental or physical health or development;
- providing help and support to meet the needs of children as soon as problems emerge;
- promoting the upbringing of children within their family network, focussing on the best interests of the child

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

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

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.

¹ Per Surrey Safeguarding Children Partnership (SSCP) Spring 2024

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

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

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

MAP refers to the Surrey Multi-Agency Partnership.

C-SPA refers to the Children's Single Point of Access

DSL where appropriate also refers to Deputy Designated Safeguarding Lead (DDSL)

2. Key Personnel

The Chair of Governors Chris Taylor chair@ripleycourt.co.uk	Safeguarding & Child Protection Governor Jo Denham 01932 869042 idenham@reeds.surrey.sch.uk
Headmaster & DDSL Gavin Ryan 01483 225217 headmaster@ripleycourt.co.uk	DSL & Deputy Head Pastoral Charlotte Chapman chapmanc@ripleycourt.co.uk or dslrcs@ripleycourt.co.uk
Early Years & Nursery Manager Sue Michaels MichaelsS@ripleycourt.co.uk	Deputy DSL, Online Safety Co-ordinator & SENCO Pippa Moody senco@ripleycourt.co.uk
Deputy DSL Steve Brunning brunnings@ripleycourt.co.uk	

3. Introduction

- 3.1. The policy reflects, all relevant statutory guidance including 'Keeping Children Safe in Education' 2026(KCSIE), The Early Years Foundation Statutory Framework 2026 and Surrey Safeguarding Children Partnership (SSCP) Procedures.
- 3.2. This policy applies to all members of Staff and Governors in the school.
- 3.3. A Glossary of terms is available in Appendix 2.

4. Policy Aims

- 4.1. Ripley Court School has a statutory and moral duty to ensure that the School functions with a view to safeguarding and promoting the welfare of children receiving education at the School. This also applies to 'Education at Home'. The aims of the policy are as follows:
 - to ensure the welfare of the children.
 - to ensure consistent good practice across the School maintaining an attitude of "It could happen here".
 - to act in the best in the best interests of the child and sure that any decisions around safeguarding take a child-centred and coordinated approach.
 - to ensure a clear school process, that is shared and followed by all members of the school community.
 - to ensure staff are well trained to recognise the signs of abuse, neglect and exploitation such that they understand what their responsibilities are and how they should respond when they identify a concern.
 - communicate efficiently with all those involved when there is a concern about a child, including parents/carers, other children, staff and agencies. This includes sharing information quickly and appropriately with external agencies, such as the police, children's services, to ensure children the support and help they need in good time.

5. Supporting Children

- 5.1. The School recognises that it may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. Staff recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and may not recognise their experiences as harmful. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.2. The School will support all children by:
 - promoting a caring, safe and positive environment within the School by building trusted relationships with children and young people which facilitate communication.

- encouraging self-esteem and self-assertiveness, through the curriculum and through positive relationships within the School community.
- creating a culture where children who identify as lesbian, gay, bisexual, or are questioning their gender feel safe, can speak out and share concerns.
- ensuring children are taught to understand and manage risk through Personal, Social, Health and Economic (PSHE) education and Relationship and Sex Education (RSE) and Health Education through all aspects of school/college life, including staying safe online.
- responding sympathetically to any requests for time out to deal with distress and/or anxiety.
- ensuring children and parents are made aware of and have access to details of helplines, counselling or other avenues of external support.
- liaising and working in partnership with support services and agencies involved in Early Help and the safeguarding of children. At Ripley Court pastoral support is provided by our Form Teachers in the first instance as they know our pupils and their families best. Any interaction required is supported and overseen by the DSL or relevant DDSL. All interactions, meetings and relevant notes/observations are recorded in CPOMs. These are then reviewed by the DSL along with other relevant information regarding that pupil/family/cohort.
- notifying children's Social Care without delay if there is an immediate risk of significant harm.
- providing continuing support to children about whom there have been concerns who leave the School by ensuring that information is shared confidentially with the child's new setting. The School will ensure the school records are forwarded as a matter of priority and within statutory timescales – within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. Where no safeguarding file exists, Ripley Court will respond to the receiving school to confirm that no concerns exist, when requested to do so.

5.3. The Designated Safeguarding Lead will consider if it would be appropriate to share any additional information with the new School in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the School. For example, information that would allow the new School to continue supporting children who have had a Social Worker and been victims of abuse and have that support in place for when the child arrives.

6. Prevention & Protection

6.1. The School recognises that it plays a significant part in the prevention of harm to children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

6.2. The School will:

- establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.
- include regular consultations with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they feel safe in the setting.

- ensure that all children know they can access a trained adult in the school whom they can approach if they are worried or in difficulty.
- include safeguarding across the curriculum, including regularly timetabled PSHE lessons, opportunities which equip children with the skills they need to keep themselves and others safe, including online and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.
- provide preventative education by creating and maintaining a culture of zero tolerance for sexism, misogyny²/misandry³, homophobia, biphobia and sexual violence and sexual harassment.
- ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

7. Professional expectations, roles, and responsibilities

7.1. The School will ensure that:

- details of the DSL and DDSL are available on the School website, within this policy, posted around the School, and to visitors when they sign in via the InVentry system.
- safer recruitment procedures are operated in line with KCSIE 2026 and that these include statutory checks on the suitability of staff to work with children.
- all staff receive information about the School's safeguarding arrangements, the School's safeguarding statement, Staff Code of Conduct, Safeguarding and Child Protection policy, the role and names of the Designated Safeguarding Lead (DSL) and their deputies, and the current Keeping Children Safe in Education part 1 and Annex A. Relevant staff also receive Part 2. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- governors receive the School's safeguarding statement, Safeguarding and Child Protection Policy, the role and names of the DSL and DDSLs, Annex A, Parts 1 and 2 of KCSIE 2026.
- all staff receive safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction in line with advice from SSCP. Training is regularly updated and they receive safeguarding and child protection updates as required, along with specific training for further equipping staff with the necessary

² Misogyny – dislike of, contempt for, or ingrained prejudice against women and girls

³ Misandry – dislike of, contempt for, or ingrained prejudice against men and boys

relevant skills and knowledge to safeguard children effectively. Training is always updated at least annually.

- all members of staff are trained in and receive regular updates in online safety and reporting concerns.
- all members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.
- all staff and Governors have regular safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- the Safeguarding and Child Protection Policy is made available via the school website and parents/guardians are made aware of this policy. A paper copy is available upon request to the School.
- all parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through the publication of the Safeguarding and Child Protection Policy and reference to it in the school handbook.
- the School provides a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.
- the School's Lettings Policy will seek to ensure the suitability of adults working with children on the School site at any time and ensure that any groups who use the Schools premises have suitable Safeguarding and Child Protection policies and procedures in place.
- community users organising activities for children are made aware of the School's Safeguarding and Child Protection Policy, guidelines and procedures.
- visitors to the School will be advised of how to raise any safeguarding concerns
- The name of the designated members of staff for safeguarding and child protection, the DSL and deputies, are clearly advertised in the School.

7.2. All Staff have a key role in identifying concerns early and in providing help for children. To achieve this, they will:

- maintain an attitude of "It could happen here" with regards to safeguarding showing an understanding that safeguarding is "everyone's responsibility"
- maintain a "zero-tolerance" approach to sexual violence and sexual harassment.
- read and understand the current statutory guidance Keeping Children Safe in Education Part 1 and Annex A.
- complete training in order to be aware of the systems in place which support Safeguarding including reading this Safeguarding and Child Protection Policy, the Staff Code of Conduct, the Behaviour, Suspension and Exclusion Policy, the Attendance and Absence Policy, the Missing Child, Late Collection and Children Missing from Education Policy.

- know who and how to contact the DSL and DDSLs, the Chair of Governors and the Governor responsible for Safeguarding.
- be aware of indicators of abuse, neglect, exploitation and modern slavery understanding that children can be at risk of harm inside and outside of School, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - may benefit from Early Help
 - where there is a radicalisation concern
 - where a crime may have been committed.
- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.
- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- understand the restrictions on the use of personal mobile phones as laid out in the EYFS Policy and the Creating, Using, Sharing and Storing Images of Children Policy.
- know how to respond to a child who discloses harm or abuse following training of 'Working together to Safeguard Children' (2026), and 'What to do if you are worried a child is being Abused' (2015).
- record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day via CPOMs. If the DSL is not contactable immediately a Deputy DSL should be informed.
- be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- follow the allegations procedures, as set out in this policy and KCSIE 2026, if the disclosure is an allegation against a member of staff, supply staff, volunteer or contractor

- report low-level concerns (as defined in KCSIE 2026) about any member of staff/supply staff/volunteer or contractor promptly in accordance with the procedures contained in the Low Level Concerns Policy.
- provide support for children subject to Early Help, Child in Need or Child Protection and, where their role is relevant, be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- promptly notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- understand Early Help and be prepared to identify and support children who may benefit from Early Help. Liaise with other agencies that support children and provide Early Help.
- be mindful that the Teacher Standards states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- ensure that teachers are aware of the mandatory reporting duty placed on them to report cases of FGM in under 18's which they identify in the course of their professional work to the Police. This is achieved by requiring teaching staff to complete FGM Awareness every 3 years.
- assist the Governing Body and Headmaster in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

7.3. In addition to the role and responsibilities of all staff, the Headmaster will ensure that:

- the school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2026 guidance.
- the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- that the School has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- that the School's staff have appropriate knowledge and understanding of the government's current 'Keeping children safe in education' guidance including Part 5.
- that all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. And that comprehensive records of all allegations are kept.
- all staff are aware of the role of the DSL, including the identity of the DSL and any deputies.
- sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to School staff on child welfare and child protection matters, to take part

in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.

- opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.
- that Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- child-centred systems and processes are in place for children to express their views and give feedback.
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the procedures outlined in the Whistleblowing Policy.
- children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- that allegations or concerns against staff and other adults are dealt with in accordance with guidance from the Department for Education (DfE), Surrey Safeguarding Children Partnership (SSCP) and Surrey County Council (SCC).
- that statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.
- record low level concerns in cases which concern a member of staff/supply staff/contractor or a volunteer. The record must include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

7.4. The Designated Safeguarding Lead has the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL is a senior member of staff alongside deputy DSLs to support the role. While the DSL may hand over some activities to a deputy, the DSL will always have the ultimate responsibility for keeping children safe.

7.5. The full responsibilities of the DSL and deputy DSLs are listed in their job descriptions. The DSL's responsibilities include, but are not limited to:

- reading and following KCSIE
- always being available during term time (during school hours) for staff in School to discuss any safeguarding concerns. When the DSL is unavailable due to illness, leave or other

circumstances the Deputy DSLs will provide cover including accessing the shared DSL mailbox, they will monitor and act upon this without delay.

- working together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise.
- contributing to the assessment of children, including taking part and/or supporting staff to take part in strategy discussions, child protection conferences and meetings between multiple agencies.
- working together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns making them aware of the school's role in making referrals about suspected abuse, neglect and exploitation.
- understanding the importance of sharing information, including making appropriate referrals to relevant agencies and supporting staff who make referrals directly.
- understanding and following Surrey Safeguarding Children Partnership (SSCP) safeguarding procedures.
- have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, in line with Surrey's Continuum of Need Indicators.
- keeping the Headmaster up to date with safeguarding issues.
- having the lead responsibility for online safety, including oversight and checking the success of the school's filtering and monitoring systems and their reports.
- being aware of the requirement for children to have an Appropriate Adult, as described in PACE Code C 2019.
- making sure child protection files are up to date and kept as per the requirements.
- making sure this policy is available publicly, reviewed annually and that all staff have access to this policy and the wider safeguarding procedures.
- making sure that all adults who work in or for the school have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant parts of KCSIE 2026.
- working alongside the governing body and Headmaster to review and update procedures and how they are being implemented, including jointly completing and submitting the biennial Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via PHEW to Surrey County Council.
- promoting the educational outcomes of children who have or had a social worker, by sharing appropriate child protection information with the teacher and leaders.
- encouraging a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them.

7.6. In addition to the role and responsibilities of all staff, the **Deputy Designated Safeguarding Lead(s)** will:

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

7.7. In addition to the role and responsibilities of all staff, the School has assigned one of its DDSLs the role of Online Safety Co-ordinator to support the DSL in this area although responsibility for this area remains with the DSL. This person will support the DSL to ensure that the School meets the requirements of KCSIE 2026 in relation to Online Safety, filtering and monitoring, and works with the academic team on the PSHE curriculum.

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

- there is a whole school approach to safeguarding, involving everyone in the setting and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- a nominated Governor responsible for safeguarding is identified.
- that all Governors receive and undertake appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure the schools policies and procedures in place in the School are effective and support the delivery of a robust whole School approach to safeguarding. Training should be regularly updated.
- the child's wishes and feelings are considered when determining what action to take and what services to provide.
- the School has effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, a Staff Code of Conduct, a Contractor Code of Conduct, a Behaviour, Suspension and Exclusion Policy and a response to children who go missing from education.
- policies are consistent with SSCP and statutory requirements, are reviewed at least annually and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Safeguarding and Child Protection Policy is available on the School website.
- the SSCP is informed in line with local requirements about the discharge of duties via the Biennial Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections to Surrey County Council.
- recruitment, selection and induction follow safer recruitment practice including all appropriate checks. At least one member of the governing body or proprietor has completed safer recruitment training within the last 5 years.
- staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2026) Part 1 and where relevant, Annex A. Additionally, there are mechanisms in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

- as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole setting safeguarding approach and wider staff training and curriculum planning.
- the Governing Body has regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.
- all staff including temporary staff/supply staff, volunteers and contractors are provided with the school's Safeguarding and Child Protection policy and if applicable the staff Code of Conduct.
- take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.
- the school has procedures for dealing with allegations against all staff (including the Headmaster), volunteers and contractors and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low level concerns as defined in KCSIE.
- a member of the senior leadership team has been appointed by the Governing Body as the DSL who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- that on appointment, the DSL and DDSL(s) undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as attending DSL network events, to refresh knowledge and skills.
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- alongside the School they will regularly review the effectiveness of filtering and monitoring systems in place to safeguard children online
- ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- the School will comply with DfE and the Surrey County Council Policy Guidance for Safeguarding Children Missing Education and Education Other than at School.
- clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- ensure that safeguarding and child protection files are maintained as set out in KCSIE 2026 Annex B.

- enhanced DBS checks (without barred list checks unless the Governor is also a volunteer at the school) are in place for all Governors.
- ensure section 128 checks are undertaken as defined in KCSIE 2026.
- ensure where the School facilities/premises are rented or hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) that appropriate arrangements are in place to keep children safe.
- any weaknesses in safeguarding are remedied immediately.

8. Confidentiality, Sharing and Withholding Information

- 8.1. All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance. The School will refer to the guidance in the [Data protection: toolkit for schools](#) to support school with data protection activity, including compliance with current data protection regulations.
- 8.2. Information will be shared with staff within the school who 'need to know'.
- 8.3. Relevant staff have due regard to data protection principles which allow them to share (and withhold) information. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and UK GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- 8.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 8.5. All staff will always endeavour to keep parents informed where safe and appropriate. Obtaining consent is not required where to do so could put the child at greater risk of harm or impede a criminal investigation.

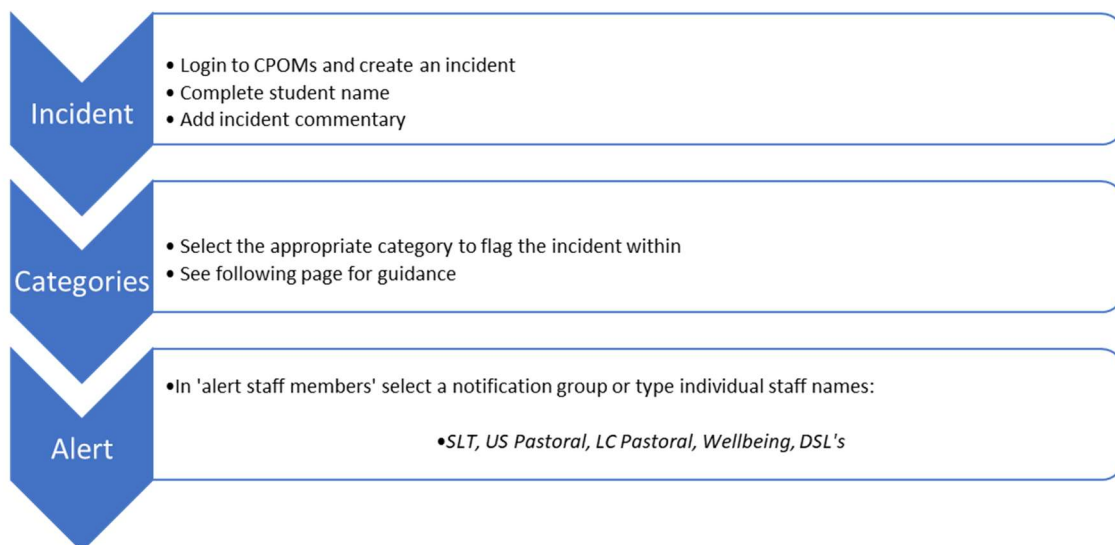
9. Reporting and Responding to Safeguarding Concerns

- 9.1. 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.
- 9.2. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.
- 9.3. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

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

9.5. 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:

- Make an initial record of the information related to the concern using CPOMs as soon as possible. The following information should be recorded:
 - Date
 - Time
 - Place
 - Who was present
 - Context
 - Details of disclosure/concern (using the child's words)
 - Demeanour/non-verbal behaviours of the child
 - Child's voice
 - Any injuries (using a body map to record these)
 - Rationale for decision making
 - Actions taken
- For a safeguarding/child protection incident please complete the incident log in full alerting using the DSL team group.



See CPOMs Quick Guide for further information

- 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.
- If provided a written record this must be signed and dated by the author. In the absence of the DSL or DDSL, all staff must be prepared to and know how to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA for support and advice.

- 9.6. Following a report of concerns the DSL must use the Effective Family Resilience and Levels of Need document, decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the Police if it is appropriate.
- 9.7. The school should try to discuss any concerns about a child's welfare with the family and where possible obtain their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at an increased risk. Concerns would not be discussed with parents if:
- sexual/organised abuse is suspected
 - fabrication of an illness is suspected
 - where the discussion could impede a Police investigation or Social Work enquiry.
- 9.8. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or Police whether the parents/carers 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. The child's views should also be considered.
- 9.9. If it is suspected that a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA consultation line to discuss concerns.
- 9.10. When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents/carers, remembering that parents/carers should normally be informed that a child requires urgent hospital attention.
- 9.11. 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.

10. Dealing with safeguarding concerns – All Staff

- 10.1. A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.
- 10.2. Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.
- 10.3. All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.
- 10.4. Guiding principles, the seven R's:
- Receive

- Reassure
- Respond
- Report
- Record
- Remember
- Review (by the DSL)

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

10.6. If they believe that the concern has not been acted upon appropriately, they should inform the Headmaster or Safeguarding Governor of the School or contact the C-SPA for advice.

11. Early Help

11.1. Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. The School provide support to families as soon as a problem becomes visible. If an early help assessment is appropriate, the DSL or a deputy will lead on working together with other agencies and set up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

11.2. The School's DSL team use the Helping families early - Surrey County Council information to explore emerging needs and – with consent from the child or family, complete an Early Help Assessment to ensure all identified needs are supported by the appropriate agencies. The partnership's Early-Help-Strategy-2024-2027 sets out their aims for how professionals work effectively together to provide early help.

11.3. If early help support is appropriate, it will be kept under constant review. A referral to children's services may be required if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures.

11.4. Staff are aware any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help.

12. Safeguarding concerns and allegations made about staff, including supply teachers, volunteer and contractors

12.1. Surrey's LADO procedure will be followed where it is alleged that anyone working in the School, including supply staff, volunteers and contractors or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or

- behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This also includes behaviour that may have happened outside of the setting. This is known as transferable risk.

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

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

- report any concerns to the Headmaster immediately.
- if an allegation is made against the Headmaster, 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.
- there may be situations when the Headmaster or Chair of Governors will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- once an allegation has been received by the Headmaster or Chair of Governors, they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- following consultation with the LADO inform the parents of the allegation unless there is a good reason not to.
- in liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.
- if the matter is investigated internally, the LADO will advise the School to seek guidance in following procedures set out in Part 4 of 'Keeping Children Safe in Education' (2026) and the SSCP procedures.

13. Low level concerns

13.1. The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the School may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and does not meet the harm threshold, or is otherwise not serious enough to consider a referral to the LADO.

13.2. Please refer to the Low Level Concerns Policy for further information.

14. Indicators of abuse

14.1. Staff receive annual training to enable them to identify indicators of abuse. Advice and support is available to staff from the DSL/DDSLs where staff are concerned about a pupil.

14.2. Further sources of guidance for staff include:

1. [Spotting the signs of child abuse | NSPCC](#)
2. [Keeping children safe in education 2026: September 2026](#), Annex A
3. [Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](#)
4. [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](#)

15. Sexual violence and sexual harassment between children in Schools

15.1. Child on Child Abuse

- 15.1.1. Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.
- 15.1.2. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and that they will be supported and kept safe.
- 15.1.3. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and school/college and college staff are supported and protected as appropriate.
- 15.1.4. Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - physically assault and harm, or threat of harm with a weapon
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI

15.1.5. upskirting and initiation/hazing type violence and rituals The School believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children at Ripley Court School.

15.1.6. The School recognises that children are capable of abusing other children and their peers and this will be dealt with under our Safeguarding and Child Protection policy and in line with KCSiE (2026).

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

15.1.8. All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Child-on-child abuse is preventable, and staff know how to recognise behaviours and indicators of risk early and that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

15.1.9. The School will minimise the risk of child-on-child abuse by: -

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. The School believes that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

15.1.10. The School’s strategy to prevent child-on-child abuse includes: -

- taking a whole school approach to safeguarding and child protection
- providing training to staff
- providing a clear set of values and standards, underpinned by the School’s Behaviour, Sanctions & Exclusions Policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- engaging with specialist support and interventions.

15.2. Responding robustly to reports of sexual violence and sexual harassment

15.2.1. Children making any report of sexual violence or sexual harassment including “upskirting” (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

15.2.2. If the report includes an online element and the member of staff suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image or a child/or video, the member of staff should confiscate any relevant device and refer the incident to the DSL (or deputy) as the most appropriate person to advise on the School's response.

15.3. Risk Assessment following child-on-child abuse

15.3.1. 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 sanctions.
- all other children 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.

15.3.2. 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 children.

15.4. Action

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

15.4.2. 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 children involved.
- developmental stages of the children.
- any power imbalance between the children.
- any previous incidents.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- ongoing risks to victim, other children or staff.
- if the alleged incident is a one-off or a sustained pattern of abuse.
- other related issues or wider context.

15.5. Confidentiality

15.5.1. The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

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

15.5.2. The DSL will have to balance the victim's wishes against their duty to protect the victim and other children. Their options may include:

- 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)

15.5.3. All concerns, discussions, decisions and reasons for decision will be recorded in CPOMs.

15.6. Ongoing Response:

15.6.1. 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 Social Care and follow recommendations as provided by them.

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

16. Physical Abuse

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

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

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

17. Harmful Sexual Behaviour (HSB)

- 17.1. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context..
- 17.2. The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of children and once Brook training has been undertaken it can be used to help professionals:
- Make decisions about safeguarding children and young people
 - Assess and respond appropriately to sexual behaviour in children and young people
 - Understand healthy sexual development and distinguish it from harmful behaviour
- 17.3. 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.
- 17.4. 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.

18. The 4Cs

- 18.1. Being online can be a great source of fun, entertainment, communication and education. Some people's online behaviour places others at risk. The number of issues covered under online safety is large and constantly growing. They are categorised into these four areas of risk:
- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism misinformation, disinformation (including fake news) and conspiracy theories.
 - **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.
 - **conduct:** online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images including those generated using AI and online bullying
 - **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If children or members of staff report any issues, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

19. Anti-Bullying & Cyberbullying

- 19.1. The Schools policy on anti-bullying is set out in the Anti-bullying Policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- 19.2. Staff keep a record of known bullying incidents which is shared with and analysed by the Governing Body. All staff are aware that children with SEND and/or children who identify as

Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ+) are more susceptible to being bullied/victims of child abuse.

- 19.3. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headmaster and the DSL will also consider child protection procedures.
- 19.4. PSHE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.
- 19.5. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help Schools counter homophobic, biphobic and transphobic bullying and abuse.

20. Online Safety & Cybercrime

- 20.1. The School has an Online Safety Policy and a Staff Acceptable Use Policy which empowers us to protect and educate pupils and staff, in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The School also has a clear policy on the use of mobile and smart technology. Please refer also to the EYFS Policy and the Creating, Using, Sharing and Storing images of Children Policy.
- 20.2. The School operates a strict approach to mobile phones due to the age of its pupils. Pupils are not permitted to bring a mobile phone to school at any time or on any trip. The use of other personal devices is also restricted. The only exceptions to the rules are for young carers and pupils exempt on medical grounds. Please refer to the Mobile Phone Policy for further information.
- 20.3. The School has procedures in place to protect its IT systems, staff and pupils from cybercrime, i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly. Ripley Court follows the government's Cyber security standards for schools and colleges guidance which were developed to help us improve our resilience against cyber-attacks. Procedures and systems are reviewed regularly to keep up with the constant changes to cyber-crime technologies.
- 20.4. Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.
- 20.5. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content, contact, conduct and commerce.
- 20.6. Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and voodoo and for online gaming. Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.
- 20.7. Children 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.

- 20.8. The school is in regular contact with parents and carers reinforcing the importance of children being safe online. Information on the systems used in school and how filtering and monitoring of online use takes place is made available (see Paragraph 22 below). Information is shared with regards to expectations in school of what the children are asked to do online, including the sites they are asked to access and who they are interacting with online. The School will follow the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.

21. Filtering and monitoring

- 21.1. To limit children's exposure to online risks from Ripley Court's IT systems, there are strong and effective filtering and monitoring systems, following the government's Meeting digital and technology standards in schools and colleges guidance. The School will also follow the Government's 'Plan technology for your School' guidance to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them and will make sure that:
- specific staff have assigned roles and responsibilities to manage systems.
 - staff know about the systems in place and how to escalate concerns.
 - there are annual reviews of the systems, or more frequently if there is a significant change or issue.
 - the **Governing Body** reviews the systems with the DSL, IT staff and service providers, to find out what more can be done to keep children safe.
 - the systems are effective for the age range of children and consider children potentially at greater risk of harm.
 - when online content is blocked, it does not impact teaching and learning.
 - filtering works across all devices including mobile devices and smart technology
- 21.2. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme. This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

22. Racist Incidents

- 22.1. Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. Records of racist incidents are kept.

23. Radicalisation, Extremism and Terrorism

- 23.1. The Prevent Duty for England and Wales (2023) 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.

- 23.2. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
- Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 - Intentionally create a permissive environment for others to achieve the results in (1) or (2).
- 23.3. Radicalisation refers to 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'.
- 23.4. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- 23.5. The School Governors, the Headmaster/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.
- 23.6. School staff complete training in the Prevent Duty at least every 3 years.
- 23.7. The School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for Schools and childcare providers on preventing children and young people from being drawn into terrorism. School staff receive training to help identify early signs of radicalisation and extremism.
- 23.8. The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the Prevent referral form to refer cases by email to preventreferrals@surrey.pnn.police.uk
- 23.9. 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. To speak to the Prevent Supervisor for Surrey call 07795 504 3842.
- 23.10. There is a dedicated telephone helpline 0800 0113 764 for staff and Governors to raise concerns around Prevent.

24. Domestic Abuse

- 24.1. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability.
- 24.2. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 24.3. The Domestic Abuse Act 2021 provides the statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see,

hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

- 24.4. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 24.5. The school is enrolled onto the Operation Encompass scheme. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Police will inform the DSL in School before the children arrive at School the following day. This ensures that the School has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place according to the child’s needs.

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

- 25.1. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or (for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- 25.2. Both can occur online. Children can be exploited by adult males or females, as individuals, an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children both male and female and can include children who have been moved (trafficked). This may constitute modern slavery.
- 25.3. **Child Sexual Exploitation (CSE)**
 - 25.3.1. CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge, for example, through others sharing images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
 - 25.3.2. Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.
 - 25.3.3. The school is aware there is a clear link between regular non-attendance at School and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

25.3.4. All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

25.3.5. In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and if a child is in immediate danger the Police should be called on 999.

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

25.3.7. The school includes the risks of sexual exploitation in the PSHE and RSE curriculum.

25.4. Child Criminal Exploitation (CCE)

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

25.4.2. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of 'deal line'. Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

25.4.3. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

25.4.4. Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The DSL will then contact the C-SPA and if there is concern about a child's immediate safety, the Police will be contacted on 999.

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

26. Serious Violence

26.1. Staff are aware that serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying and can also be associated with criminal exploitation.

26.2. The School will take a proportionate, child-centred approach to managing safeguarding concerns and incidents of harmful behaviour. This will include:

- assessing the risk posed to the individual child and to others who may be affected
- considering the wider context, background information and any known vulnerabilities when responding to concerns
- developing, implementing and regularly reviewing a written safety and support plan where this is required to safeguard children
- taking appropriate steps to de-escalate peer conflict and prevent further harm
- providing early, evidence-based support and working with parents, carers and relevant external agencies to ensure children receive timely and effective intervention.

26.3. The School will work collaboratively with safeguarding partners and place the welfare, safety and best interests of the child at the centre of all decision-making.

26.4. Staff will report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL or DDSL.

26.5. There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from the setting or a significant decline in performance
- a change in friendships or relationships with older individuals or groups; a
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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

27. Modern Slavery

27.1. Modern slavery and human trafficking are forms of child abuse and exploitation that can have a significant impact on a child's safety, wellbeing and development. The term modern slavery, includes criminal exploitation, labour exploitation, domestic servitude, forced criminality and child trafficking. In line with KCSIE 2026, concerns regarding modern slavery will be referred to the National Referral Mechanism (NRM) through the children's social care of the Police to ensure that potential victims receive appropriate support, safeguarding and protection.

28. Mental Health

28.1. With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. The School recognises that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

28.2. Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves.

28.3. The School aims to promote positive mental health for all staff and children. To do so, we take into account the governments Mental health and behaviour in schools guidance ensuring early targeted support is provided. The DSL will consider whether to inform parents/carers to support the child's wellbeing, where doing so would not place the child at additional risk.

28.4. Where a child is at immediate risk of harm or requires emergency medical assistance, the School will contact **999** or arrange attendance at the nearest **Accident and Emergency (A&E) Department**. Where urgent mental health support is required but the situation is not an emergency, support can be accessed through **NHS 111 Mental Health Services**, alongside appropriate consultation with the Designated Safeguarding Lead (DSL) and relevant agencies.

29. Female Genital Mutilation (FGM)

29.1. 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. Suspected incidents should be directly and immediately to the Police 101 where they either:

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

29.2. 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.

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

29.4. School staff are trained to be aware of risk indicators of FGM with refresher training provided at least every 3 years for staff employed or engaged to carry out 'teaching work'.

29.5. Concerns about FGM outside of the mandatory reporting duty should be reported using the School's Safeguarding & Child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

29.6. 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 by calling 999.

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

30. Forced Marriage

- 30.1. 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.
- 30.2. 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.
- 30.3. School staff should never attempt to intervene directly as a School or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 020 7008 0151.

31. So-called 'Honour'-based abuse (HBA)

- 31.1. 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 abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- 31.2. HBA 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
 - 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
- 31.3. It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

32. One Chance Rule

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

33. Private Fostering Arrangements

- 33.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old, or 18 years old if the child is disabled.
- 33.2. Looked After Children by the local authority or those who are placed in residential school, children's homes or hospitals are not considered to be privately fostered.
- 33.3. Private fostering occurs in all cultures and children may be privately fostered at any age.
- 33.4. The School recognises that most privately fostered children 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 child has been trafficked into the country.

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

34. Looked After Children and Previously Looked After Children

- 34.1. The most common reason for children becoming looked after is because of abuse and neglect.
- 34.2. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- 34.3. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The designated teacher and governor for looked after children will have the appropriate level of training to equip them with the knowledge and skills to undertake their role.
- 34.4. The designated teacher will work with Surrey's Head of Virtual School for both looked after children and previously looked after children.

35. Young Carers

- 35.1. The School is alert to the needs of young carers and recognise that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification of these children is essential. Staff will liaise with appropriate services including additional support from external partners or the local authority and health services, to ensure young carers receive the right support at the right time.

36. Children with Special Educational Needs and Disabilities or Health Issues

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

- cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.

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

37. Safeguarding Children with Medical Conditions

37.1. Incidents relating to the management of a pupil's medical condition (including allergies) will not normally require a safeguarding referral. However, the School will consider a referral where concerns indicate that a child may be at risk of neglect, abuse, or exploitation because of their medical condition. This may include situations where important medical information is withheld from the School or where a child is repeatedly sent to school without essential medication, placing them at risk. Staff will follow the school's procedures for supporting pupils with medical conditions and report to the Designated Safeguarding Lead (DSL) where safeguarding concerns arise.

38. Children Absent from Education and Missing from Education

38.1. All children are entitled to an efficient, full time education which is suitable to their age, ability, aptitude, and any SEND they may have.

38.2. The School recognises that children absent from education or missing from education, can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

38.3. The school will hold more at least two emergency contact numbers for each child.

38.4. The School will ensure that there is a record of joiners and leavers as defined in The School Attendance (Pupil Registration) Regulations 2024.

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

38.6. The School will make reasonable enquiries to establish the whereabouts of a child jointly with the Local Authority, before deleting the child's name from the School register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii) of The Education (Pupil Registration) (England) 2006 (amended 2016).

38.7. The School will:

- enter children on the admissions register on the first day on which the school has agreed, or has been notified, that the child will attend the school.

- notify Surrey County Council within five days of adding a child's name to the admission register. The notification must include all the details contained in the admission register for the new child.
- monitor each child's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence. (Further details can be found in the Attendance & Absence Policy)
- remove a child's name from the admissions register on the date that the child leaves the school.
- the school will notify the Local Authority when they are about to remove a child's name from the school register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed.

38.8. Where parents notify the school, in writing, of their intention to Electively Home Educate (EHE) the school will forward a copy of the letter to the Surrey County Council Inclusion Team.

38.9. Where parents orally indicate that they intend to withdraw their child to EHE and no letter has been received, the school will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

38.10. The School's attendance policy and procedures are set out in a separate document. The school follows the government's Working together to improve school attendance statutory guidance which sets out how schools must work with the local authority children's services where school absence indicates safeguarding concerns.

39. Children who are LBGTQ+

39.1. Staff know that a child or young person being lesbian, gay, bisexual or questioning their gender is not in itself a risk factor for harm, but they can sometimes be vulnerable to discriminatory bullying. The school will take steps to prevent discriminatory bullying and put appropriate sanctions in place where this has been reported.

39.2. The School recognises that some children and young people may question their gender and may require support, understanding and careful consideration. The welfare, wellbeing and safeguarding of the child will always be the primary consideration in any decision-making. Responses will be individualised and based on the child's age, needs, wishes, circumstances and best interests. Staff will listen respectfully, respond sensitively and avoid making assumptions, while remaining alert to any safeguarding concerns, vulnerabilities, mental health needs, bullying, online harms or other risks that may affect the child.

39.3. The school will normally work in partnership with parents/carers when supporting a child who is questioning their gender. However, where involving parents/carers could place a child at risk of significant harm, appropriate safeguarding procedures will be followed, and advice will be sought from the DSL.

40. Children who are questioning their gender

40.1. The School will not initiate any action in this area and will respond only when a child or their parent has raised a request relating to social transition.

- 40.2. Any requests relating to social transition or other significant changes will be considered carefully on a case-by-case basis, with decisions informed by safeguarding considerations, professional judgement and, where appropriate, advice from relevant agencies.
- 40.3. **Sport** – As children get older, some sports are typically taught and played in single-sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport whereby the School can separate children according to their biological sex without discriminating unlawfully against them where physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa) or to ensure safety. Where there are no safety concerns and a child makes a request relating to how they participate, the School will consider the request in the light of the advice on “considering requests for support with social transition” (see KCSIE 2026, page 65).
- 40.4. **Toilets** – The School does not allow children into toilets designated for the opposite biological sex. Separate toilets are provided for boys and girls aged 8 and over. Should a child not want to use the toilet designated for their biological sex, the School will consider whether it can provide an alternative toilet facility which will not compromise the safety, comfort, privacy or dignity of the child or of other children. All such requests will be recorded, communicated and reviewed regularly.
- 40.5. **Changing Rooms and Showers** – From Year 3 upwards children are not allowed to undress in front of a child of the opposite biological sex. Showering after swimming takes place poolside in costumes. When responding to a request to support any degree of social transition the School will not allow access to changing rooms designated for the opposite sex. The School provides suitable changing accommodation for pupils in Year 3 upwards having regard for their age, numbers and sex and any special requirements they may have. Should a child not want to use the changing rooms designated for their sex, the School will consider whether it can provide an alternative changing facility without compromising the provision of single-sex facilities. All such requests will be recorded, communicated and reviewed regularly.

41. Extended school and off-site arrangements

- 41.1. Where extended school activities are provided and managed by Ripley Court School, the School's own safeguarding and child protection policy and procedures apply. When children attend off-site activities, the School will ensure that effective child protection arrangements, informed by thorough risk assessments, are in place.
- 41.2. When children attend an alternative provision provider, the School continues to be responsible for their safety and wellbeing. The School will satisfy itself that the placement can meet the child's needs and obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. checks that the School would otherwise perform on its own staff. This includes written confirmation that the alternative provider will inform the School of any arrangements that may put the child at risk (i.e. staff changes), so that staff can ensure themselves that appropriate safeguarding checks have been carried out on new staff. The School will always know where a child is based during school hours. This includes having a record of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. School staff will regularly review the alternative provision placements it makes. Reviews will be at least half termly to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and

terminated, if necessary, unless or until those concerns have been satisfactorily addressed. The School follows the statutory guidance for alternative provision.

- 41.3. Where a parent/carer expresses their intention to educate their child at home (also known as elective home education), staff will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child. The School recognises that this is particularly relevant for children who have SEND, are vulnerable and/or have a social worker.

42. School Attendance and Behaviour

- 42.1. Additional policies and procedures are in place regarding school attendance and behaviour. See the Attendance and Absence Policy and the Behaviour, Sanctions & Exclusions Policy.

43. Restrictive Physical Intervention

- 43.1. Please refer to the School's Touch & Physical Intervention Policy.

44. Whistleblowing

- 44.1. Please refer to the School's Whistleblowing Policy.

45. Links with other school policies

Anti-bullying Policy
Attendance & Absence Policy
Behaviour, Suspension & Exclusion Policy
Complaints Policy
Creating, Using, Sharing and Storing Images of Children Policy
Curriculum Policy
Equal Opportunities Policy Statement - Pupils
E-Safety Policy
EYFS Policy
First Aid and Administration of Medicines Policy
Health & Safety Policy
IT Acceptable Use Policy-Staff
Intimate Care Policy
Low Level Concerns Policy
Missing Child, Late Collection & CME Policy
Mobile Phone Policy
Pupil Supervision Policy
Risk Management Policy
Relationships and Sex Education Policy
Safer Recruitment Policy
Staff Code of Conduct
Touch & Physical Intervention Policy
Whistleblowing Policy

Compiled by: RCS Designated Safeguarding Lead	Revision: Autumn 2026
Approved by: Pending approval by Governing Body (Autumn 2026)	Next Revision: Autumn 2027

Revision History Table

Revision Number	Section/Paragraph number	Amendments
Autumn 2026	2	Table format updated and roles changed for some staff
	3.1	Updated reference to KCSIE 2026
	4.1	Updated list of aims
	Policy Principles and Values	Deleted
	5.2	1 st bullet – updated Previous 2 nd bullet – deleted 3 rd bullet – added
	7.1	3 rd & 4 th bullet points updated in line with KCSIE 2026 requirements
	7.2	1 st bullet point amended to merge previous 2 nd bullet point. 3 rd bullet point updated in line with KCSIE 2026 requirements 2 nd , 9 th , 11 th , 27 th & 30 th bullet points deleted
	7.4 & 7.5	New
	8.2	Updated reference to Working Together to Protect Children 2026
	Section 11	New – Early Help
	What is Child Abuse?	Moved to Appendix 2
	14.2	Updated links
	15.1.4	3 rd & 5 th bullet points added
	15.1.6	2 nd bullet point added
	15.2.2	Replaced to bring in line with Mobile Phone Policy
	18.1	Updated definitions for ‘contact’ and ‘conduct’
	20.1	Update policy title to ‘Online Safety Policy’

20.2, 25.2, 26.1 - 26.4	New
27.1	Updated
28	New - Mental Health
35	New – Young Carers
37	New – Safeguarding Children with Medical Conditions
38	Title amended
38.2	Add reference to children missing from education
38.4	Details of regulations updated
39	New – Children who are LGBTQ+
40	New – Children who are questioning their gender
Pupils Missing Out On Education	Deleted – now covered in section 37
45	Mobile Phone Policy added to list
Previous Appendix 2	Removed

1. Appendix 1 – Disclosure Form for Visitors

STRICTLY CONFIDENTIAL

Disclosure / Incident / Child Protection Notification Form

Date		Name of Child	
Name and role of person completing form			
If different, name and role of person the child disclosed or reported the incident to			
Details of disclosure by child / incident / child protection concerns			
Action taken by the School			

2. Appendix 2 – Additional information for staff

What is child abuse?

The following definitions are taken from Working Together to Safeguard Children (2026). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation(FGM). To support the local context, all staff have access to Surrey's Effective Family Resilience and Levels of Need document.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including physical abuse, sexual abuse, emotional and psychological abuse, coercive and controlling behaviour and economic or financial abuse, where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. This includes in teenage relationships, or under the guise of 'honour' based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.

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

Emotional abuse: the persistent emotional or psychological maltreatment of a child so as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Child sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place in family settings, in institutional settings, online, and technology can be used to facilitate offline abuse. Child sexual abuse material

available online may have been generated in a family environment. Online abuse can also take the form of cyber-grooming or self-generated sexual content under coercion. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. A child of any age or gender can be a victim of sexual abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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