



Muschamp Primary School

Safeguarding

Child Protection Policy

Policy statement and principles

"THE WELFARE OF THE CHILD IS PARAMOUNT"

This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is available on the school website and is included in the staff handbook. Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the local safeguarding children board (LSCB).

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

If there are Child Protection concerns, the **London Child Protection Procedures** (*London Safeguarding Children Board, 7th edition, 2022 – last updated April 2024*) must be followed. This can be found at www.londoncp.co.uk. The Local Safeguarding Children Partnership (LSCP) has adopted these procedures.

Definition of Safeguarding and Child Protection

Safeguarding: is about every child

In relation to children and young people, safeguarding and promoting their welfare is defined in *Keeping Children Safe in Education* as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing the 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.

Child Protection: Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online (*Working Together to Safeguard Children (December 2023)*).

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The four main forms of abuse

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff should be aware of the indicators of abuse, neglect, and exploitation (see below), understanding that children can be at

risk of harm inside and outside of the school/college, 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.

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 where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children

frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In *Working Together to Safeguard Children (December 2023, Page 160)*, the definition of Neglect is as follows:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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 caregivers); 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.

For more information and to access Sutton's Neglect Toolkit, please click the link below:

[Sutton Local Safeguarding Children Partnership - LSCP Policy & Practice \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk)

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

Keeping Children Safe in Education **September 2025**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Working Together to Safeguard Children (December 23)
- Teaching online safety in schools (June 2019)
- Child sexual exploitation: definition and guide for practitioners (2017)

- Criminal exploitation of children and vulnerable adults: county lines - July 2017 updated February 2020
- Children's Act 1989
- Section 175 of the Education Act 2002
- The Safeguarding Vulnerable Groups Act (2006)
- The Teacher Standards (2012) updated 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf
- London Child Protection Child Protection Procedures (2018)
Updated: 25th April
2024
<https://www.londonsafeguardingchildrenprocedures.co.uk/>
- What to do if you're worried a child is being abused (September 2020)
- Sexual Offences Act (2003)
- Female Genital Mutilation Act 2003.
https://assets.publishing.service.gov.uk/media/613f26d5e90e07044435c949/6.7166_HO_FBIS_BN_O__Leaflet_A4_FINAL_080321_WEB.pdf
- Anti-Social Behaviour, Crime and Policing Act 2014.
- Sexual Violence and Sexual Harassment between children (May 2018)
- General Data Protection Regulation 2018.
- The Homelessness Reduction Act 2017

Key changes to terminology from KCSIE September 2023

- Updated throughout the guidance to include 'pupils or students'
- Reference to teachers can 'discipline' have been replaced with teachers can 'sanction'
- Children may be 'vulnerable' has been replaced with children may be 'susceptible'

Roles and responsibilities

Key personnel

The Designated Safeguarding Lead (DSL) for child protection is Debbie Nicol

Contact details: email: dnicol2@muschamp.school tel: 02086692514

The Deputy Designated Lead is Anna Redstone

Contact details: email: aredstone@muschamp.school tel: 02086692514

The nominated child protection governors are: Jenny Sims and Carole Parnell

Filtering and Monitoring Lead - Deb Nicol - DSL

Filtering and Monitoring Governor - Jenny Sims

Contact details: email: office@muschamp.org.uk tel: 02086692514

The headteacher is Heidi Westley

Contact details: email: hwestley@muschamp.school tel: 02086692514

The Governing Body

The governing body will approve this policy at each review, ensure it complies with the law and hold the head teacher to account for its implementation.

The governing body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. All governors will read Keeping Children Safe in Education. Section 13 has information on how governors are supported to fulfil their role. The chair of governors will act as the lead in the event that an allegation of abuse is made against the head teacher.

Governing bodies and proprietors should receive safeguarding training which includes an understanding of the

expectations, applicable roles, and responsibilities in relation to filtering and monitoring. Paragraph 141 of the guidance now states the following: 'Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

The Governing Body has strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must ensure that policies, procedures, and training in the school is effective and always complies with the law.

The Governing Body will appoint a Safeguarding Lead and Deputy to take leadership responsibility for their school's or college's safeguarding arrangements.

The Governing Body will ensure that all governors and trustees receive 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 themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Governing Body should ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should 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 Governing Body should consider the age range of the children, how often they access the IT system and the

proportionality of costs verses safeguarding risks.

Your governing board should make sure that:

The designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (KCSIE 2025).

All staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training (KCSIE 2025).

Your school's child protection policy includes how your school approaches filtering and monitoring on school devices and school networks (KCSIE 2025).

Your board should also review the DfE's filtering and monitoring standards. It should discuss with IT staff and service providers what needs to be done to support your school in meeting the standards (KCSIE 2025).

For further information:

[Safeguarding for governors | LGFL](#)

The Designated Safeguarding Lead (DSL) or Safeguarding Team :

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
 - keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care

or police as appropriate

- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

From June 2021 Virtual Headteacher has responsibility to promote the education of children who have a social worker new information KCSIE 2021

Filtering and monitoring The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place. Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks. The guidance signposts the Department for Education's new filtering and monitoring standards (DfE, 2023b), which support schools to have effective systems in place. Schools and colleges should consider meeting the DfE's Cyber security standards for schools and colleges (DfE, 2023c).

Role of the Designated Safeguarding Lead

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role

should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

(See Appendix D for Designated Staff Details)

(See Annex C of KCSIE, 2024 for more information - [Annex C: Role of the designated safeguarding lead \(keepingchildrensafeineducation.co.uk\)](#))

Safeguarding is a standing item on all governing board meetings. The designated teacher and designated governor meet termly.

All DSLs should lead on the completion of the annual S175 audit and return all requested information to the LSCP within the given time frame. This is a working document and should be used to inform future action planning and development around safeguarding.

The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection – their key role is:

The deputy designated safeguarding lead:

- is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among

pupils

- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy, positive handling policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to

children who are:

Children who have a Social Worker disabled, have certain health conditions new info KCSIE 2021 or have special educational needs

- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

Holding and Sharing Information

The guidance is clear that information may be shared where there are safeguarding concerns. Whilst consent to share is not necessarily required, there must be a legal basis to share.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

The designated safeguarding lead will be equipped to:

· understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners.

· understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the

[UK General Data Protection Regulation \(UK GDPR\); and](#)

[be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.](#)

_____ The most important consideration is whether sharing information is likely to safeguard and protect a child. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

• The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

[If the DSL is not available, staff should speak to a member of the SLT/take advice from local children's social care and/or contact a member of the Education Safeguarding Team.](#)

Children Missing in Education, CME and Elective Home Education, EHE

KCSIE Updates September 2025

Children who are absent from education The updated guidance makes clear that the DfE's Working together to improve school attendance is now statutory guidance.

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of

safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community (KCSIE, September 2024).

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils and students are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

Please note this is different to children who leave the school premises. If this happens, call the police, and follow the child where possible. Do not chase.

A child on a school roll with attendance concerns, and no reason to off roll to CME, as detailed in Children Missing Education 2024. For advice, please contact attendance@cognus.org.uk .

'Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life' (Children Missing Education, August 2024).

For further guidance:

[Sutton Local Safeguarding Children Partnership - LSCP Protocols \(suttonlscp.org.uk\)](http://suttonlscp.org.uk)

[Children Missing Education - Guidance for Local authorities \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Bitesize Safeguarding Training Videos and Accompanying Slides – Cognus](#)

‘children missing from education’ has been replaced with ‘children who are absent from education for prolonged periods and/or repeated occasions’

The updated guidance highlights that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

In paragraph 178, which outlines where parents or carers are considering removing their child from school to educate them at home, there is a new sentence which states that ‘where a child has an EHCP the local authority will need to review the plan whilst working closely with parents’.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Office staff and Educational Welfare Service WPA will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

We monitor attendance carefully and address poor or irregular attendance regularly, we have an EWO on site once a week and the DSL meets with the EWO and our attendance administrator in the school office to monitor and action any families that may be of concern. We will also follow up with making contact if the child is not in school. We ensure we have at least 2 up to date contacts for parents carers family

members and have checked as part of our admissions that the contacts live close to school, Parents are reminded to update their details if needed and inform the school of any changes to contact details

Please note this is different to children that leave the premises , If this happens call the police and follow the child where possible , do not chase

Elective Home Education

When a parent or carer expresses their intention to remove a child from school with a view to educating at home we will make it clear that this is not a decision we would ever recommend . We will liaise with other professionals to coordinate further discussion with parents / carers where possible . This will be particularly important where a child with SEND is vulnerable and / or has a social worker . Where the decision to home educate raises safeguarding concerns the DSL or DDSL will seek further advice from Children's Services

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy (StaffResources(R:)/Policies) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors Jenny Sims via the school office 020 8669 2514 or Local Authority Designated Officer, 020 8770 4776.

Staff may also report their concerns directly to children's

social care or the police if they believe direct reporting is necessary to secure action.

Low Level Concerns about Staff Behaviour

At Muschamp we recognise the possibility that adults working in the school may harm children , including governors , volunteers, supply teachers and agency staff .

Any concerns about the conduct of other adults in the school should be taken to the Head Teacher without delay , any concerns about the Head Teacher should go to the Chair of Governors . Jenny Sims jennysims80@googlemail.com

Concerns may come from different sources , a suspicion , complaint , disclosures from child , parent or other adult in school or outside of the organisation/ setting or as a result of vetting checks undertaken

The Head Teacher can then decide whether the concern is an allegation of

‘ low level ‘ concern . The term ‘ low level’ concern does not mean that it is insignificant , it means that the behaviour towards the child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)

Records need to be held securely and comply with the Data Protection Act 2018

Advice from our LADO

I would urge that you contact LADO even for low level concerns for the following reasons:

- 1) As an employer, you will need to determine your own unconscious bias and relationship with staff members before you can address thresholds. It is always better to have a discussion with someone in order to decide on a threshold of something that could be subjective.
- 2) As HT of a school, you are not expected to know LADO thresholds, therefore you cannot make the decision on what would or would not meet LADO threshold.

3) LADO may hold more information on that staff member which may mean that a low level concern becomes a more pressing matter. i.e when a number of low level concerns are recorded, it could lead to LADO investigation.

If you have further queries or questions, please do not hesitate to call/email me.

Sima Hirani

Lead Local Authority Designated Officer (LADO) and Safer Organisations Advisor

The Role of Individual Staff

The Teachers Standards December 2021 state that teachers (which includes Head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties . All staff have a responsibility to provide a safe environment in which children can learn . All staff should be prepared to identify who may benefit from early help

<https://www.gov.uk/government/publications/teachers-standards>

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2025)* and in the school's Staff Code of Conduct (StaffResources(R:)/Policies) .

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff including the DSL, headteacher and governors have annual safeguarding training and are required to read Part 1 and Annex B of Keeping Children Safe In Education. New staff have a safeguarding induction by the DSL on policy and

procedures and an introduction to the Safeguard Software system.

All staff will also receive safeguarding and child protection updates via email, bulletins and staff meetings throughout the year. There are also posters situated around the school showing safeguarding personnel's details and the child protection procedures.

The Single Central Record , SCR should be checked regularly by a member of the Senior Leadership Team , Governors should also have assurance that these checks are regularly being carried out and can choose to assist in this process . We encourage our Governors into school to work alongside our DSL and DDSL . These visits are recorded in our Governors meeting minutes

All staff must also be aware of:

- The child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse).
- Online Safety (including Filtering and Monitoring).
- The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- The staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing.
- The safeguarding response to children who are absent from education, on repeat occasions and/or prolonged periods or where the absence is persistent or unexplainable.

- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

School leaders and staff that work directly with children must have also read – Annex A and Annex B of Keeping Children Safe in Education (**September 2025**).

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

All staff should know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

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

Induction training is mandatory and must also include:

- the Safeguarding and Child Protection policy and procedures.
- Online Safety (including Filtering and Monitoring).
- the Behaviour Policy.
- the Staff Code of Conduct.
- the safeguarding response to children who are absent from education, on repeat occasions and/or prolonged periods or where the absence is persistent or unexplainable.
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff also receive training in data protection matters to ensure that they are kept up to date with their duties and obligations to protect information about the children in the school.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

A record is kept of staff training – type of training and dates which is recorded alongside the single central register (SCR)

The SCR should be checked regularly by a member of the Senior Leadership Team. Governors must also have assurance that these checks are regularly being carried out and can choose to assist in this process.

All staff will undertake Prevent awareness training.

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2024) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found in StaffResources/Policies(R:.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early year's settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

All staff will have to complete an annual self declaration stating that they are not disqualified under the Childcare Act 2006 as amended in 2018 . This information will be recorded alongside the Single Central Register

The school maintains a single central record of recruitment checks undertaken.

Updated guidance states that schools and colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Safer Recruitment for individuals who have lived or worked outside the UK

The following line has been removed from paragraph 286 of KCSIE: 'applicants [who have lived or worked outside the UK] can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body'.

This has been removed because the 'UK Centre for Professional Qualifications' no longer provide an advisory service on behalf of the UK Government in regard to regulated professions and recognition of professional qualifications.

Alternative Providers / Providers

KCSIE updates 2025

Alternative provision The updated guidance provides additional information to clarify and reflect existing alternative provision guidance, highlighting how schools should:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Updated guidance includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all

safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised. Volunteers will have an induction to the school's safeguarding policy and procedures.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

This includes hiring or renting of the school premises Breakfast and After School Clubs . Failure to comply with

Site security

Visitors to the school, including contractors, are asked to sign in using the schools Inventory System and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations, which are given to them to read on arrival. Any visitor e.g. religious groups, theatre groups, workshop staff who will be working with children will be required to provide details of their DBS before entering the school any visitor without correct documentation will be supervised while on site.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Specific children at risk due to medical behaviour or risk of being taken are named on our risk assessments and all adults are asked to read and sign the risk assessment beforehand .Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils in the Code of Conduct Policy (StaffResources/Policies(R:). Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

https://email.kjbm.safeguardingschools.co.uk/c/eJyFUuO3CAQ_JrxJcLC2NjmwCHRJILO-YARhrbNjg0sjx3N3wfGM9GulCgSh4burq6uAnaht7OHYJOXCNaKk6ZjA2FkpBXckwHeEpgjWQFv-r5rejawvhLOnY3YgV_Eq5g0CtF6mL01MSDnrUoyamseMJ-hV07HGbdYSTISqtiA6aDoxKCVDHfz1E2PtnhzwL-X8Ju3QkkRYhV0fFIdaINHSqqNrzG6cGq_nsiPfK7Xa73Y9zpd8iUH4M0OJuaLS9OmpSjMQsklrUTeDs3Wlyc8FPLCKCRz7AOyBgUxw5KEV9osSK56U7kKaYNsisjOKMjV2g0FiDFXFNALgPtUXCCQsv7-aPc9GR1vSGR93nXUkCfOefwTSW5pOkjEpAtRIB0ld8YoWrTC5v5GtTQH-AeraocQxALZTqPAn5XNmhp-eZ32-uOC2hyNoZY2q_dwQcGms4a3ovrIWkJx_gXjl_IEvlt1PE1_vPJcGS3tRk4dDilGa0pBbf1SRf4rG_nI58uJtB-s9CC103m5w2JGmn6kPak0J5gQzEiPKWmbru6loO2Yf6OYp6alLE_47zqKq46yCf8GBakJaw

Staff Mobile Phones

Staff members will not use personal mobile phones to take photos or videos of children at school.

Each class has a Samsung tablet assigned to the class that can be used for photos and videos. These stay in school. Pictures on each device will be deleted at the end of each academic year.

Staff follow our mobile phone school guidance

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education DFE 2023 DFE 2024 refers to four categories of abuse.

<https://briefing.safeguardingschools.co.uk/lt.php?s=55186351db6b0b4b4baca98a096daa64&i=156A193A5A1831>

Definition of Safeguarding and Child Protection

Safeguarding: is about every child

In relation to children and young people, safeguarding and promoting their welfare is defined in *Keeping Children Safe in Education* (**September 2025**) as:

- **providing help and support to meet the needs of children as soon as problems emerge.**
- protecting children from maltreatment, **whether that is within or outside the home, including online.**
- preventing the 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.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed (Behaviour Policy – Staff Resources(R:)/Policies)

School hold an Anti Bullying Week , Bullying is covered in our PSHE curriculum

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

Early Help information

All school staff should be prepared to identify children who may benefit from **Early Help**. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements

with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

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

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health, and Care Plan).

For further support and guidance:

<https://suttoninformationhub.org.uk/pages/send-local-offer>

- has a mental health need.
- is a young carer.
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home or care.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody, or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.

For more information, please visit:

[Sutton Local Safeguarding Children Partnership - Helping Early in Sutton \(suttonlscp.org.uk\)](http://suttonlscp.org.uk)

[Targeted Early Help service - Sutton Council](#)

[Home | Sutton Information Hub](#)

[Commonly asked questions – Cognus](#)

[Eligibility Criteria for Targeted Early Help Support in Sutton.docx](#)

- In an emergency take the action necessary to help the child, following schools protocols and procedures , if necessary, call 999 · report your concern as soon as possible to the DSL, definitely by the end of the day
 - do not start your own investigation
 - share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
 - complete a cause for concern form if you are a MDS or record onto schools online Safeguard System
-
- seek support for yourself if you are distressed.

<https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>

Where there are Child Protection concerns the London Child Protection Procedures and Practice Guidance have been adopted by Sutton Local Safeguarding Children Partnership (LSCP)

<https://www.suttonlscp.org.uk/lscp-local-arrangements.php>

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that

reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **Cause for concern form or Safeguard ® program** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

· **Use TED -**

Tell - Can you tell me a bit more about what happened

Explain - Can you explain that again to me

Describe - Can you describe ask where ,who ,how allow them to speak freely

- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’,

‘You are doing the right thing in talking to me’

- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL and complete the **Cause for concern form, these forms are used by MDS** and hand it to the DSL or enter into online Safeguard System **Safeguard® program** as soon as possible
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. The School Office will endeavour to get two emergency telephone contacts for each child.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH (Multi Agency Safeguarding Hub) CFCS , Child First Contact Service children’s social care and/or the police before parents are contacted. School takes advice from CFCS . In some circumstances schools are advised NOT to inform the parents. Each concern is dealt with on a case by case basis.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, deputy DSL or the headteacher, depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Governors are informed about Safeguarding in school by way of a report every half term .

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2020)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the General Data Protection Regulation 2018. Information sharing is guided by the following principles

The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Cause for concern forms, papers will be kept in a secure cabinet and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request from the school office.

When children leave the school including in year transfers the DSL will ensure the child protection file is transferred to the new school or college as soon as possible and within five days for an in year transfer or within five days at the start of a new term , confirmation of receipt should be obtained If we receive a mid term transfer we also ask for the school to complete our own transition form -

Referral to children's social care

The DSL or member of the Safeguarding Team will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

<https://www.sutton.gov.uk/w/report-a-concern-about-a-child>

Reporting directly to child protection agencies

In house any concerns are shared with SENDCO , Mental Health Lead, ELSA Lead and any other appropriate staff using our online Safeguard system , any known adults are included in any safeguard concerns raised Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with MASH, children's social care , Child First Contact Service or the police if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault
- sexting, including pressuring another person to send a sexual imagery or video content
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner

- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.
- upskirting -upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer Child on Child abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
 - A comprehensive curriculum (PSHE) that not only teaches/encourages children to recognise abuse but provide strategies and support for understanding where/when/how to seek help, advice and support for dealing with all types of abuse in age appropriate resources/language (Jigsaw - Reception - Year 6) SRE curriculum/coverage overview (<https://drive.google.com/drive/folders/1H9jUMrGkO1NTGcLvIWkNXTmQnEJPPuc0>)

- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities. Muschamp subscribes to a PSHE programme which is completely comprehensive. Children will follow a progressive curriculum to establish a continuing and increasing understanding of the ownership of their bodies, actions and their choices through age appropriate resources and teaching materials.

- The Jigsaw PSHE scheme is designed to support practitioners with varying teaching styles. This means through monitoring and assessment children are given a consistent level and access to a varied PSHE curriculum following the statutory and non-statutory objectives. The non-statutory objectives are taught as they follow the core values of Muschamp Primary School in supporting children to 'Excellence and beyond'.
- (<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>)
- The Jigsaw scheme offers continuous support for practitioners delivering the lessons. There are comprehensive lesson plans, ready made resources to support teaching and learning and opportunities for continued professional development.

- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.

- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

- Decide on action – if it is believed that any young person is at risk of significant harm, a referral will be made to children's

social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.

- Inform parents - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of Keeping Children Safe in Education (2021).

<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

New document March 2024

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Mental Health and Wellbeing -

We aim to promote positive mental health and wellbeing for our whole school community; pupils and students, staff, parents, and careers, and recognise how important mental health and emotional wellbeing is. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Through a whole-school approach, we actively seek to promote emotional health and wellbeing by helping pupils and students to understand their

feelings and the feelings of others.

Our role in school is to help our pupils and students to succeed and reach their potential by supporting them to be resilient and mentally healthy. We also have a role to ensure that pupils and students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

All staff should also be 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

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

Where children have suffered abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils and students.

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. Governing bodies and proprietors should ensure they have clear systems and processes in place for

identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If you have a concern regarding the Mental Health of a child, contact your Designated Safeguarding Lead and SENCO immediately to enable the required support to be put in place as soon as possible.

See: Appendix B of [KCSIE 2025](#) for further definitions

Supporting those involved: The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that is harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

When an issue regarding any of the following has been raised by a member of staff the DSL will follow up with the child e.g. Specific behaviour plans , Friendship Friday , Mental Health First Aiders across the school, ranging from MDS to Senior Leaders , Zones of Regulation , ELSA, Play Therapy , Listening Lounge , Drama Therapy etc. follow the schools procedures and contact the appropriate agency.
Emotional Wellbeing Practitioners - Sutton Education Wellbeing Service

If staff have a mental health concern about a child that is also a safeguarding concern immediate action should be taken by speaking to the DSL or DDSL

<https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/?fbclid=IwAR2J78aSRWM1tO5S ucG1W8OtidYY2LSJBrRKB85n5bKYdzRH9I-0KMv7M38>

Self Harm

The school will follow the Sutton Self-Harm protocol in responding to concerns about self-harm: [Sutton Local Safeguarding Children Partnership - LSCP Protocols \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk)

Behaviour in School

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

Online safety / Filtering and Monitoring

Online safety KCSIE changes for 2025

The 2025 guidance adds disinformation, misinformation and

conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023). KCSIE 2025 includes a link to the DfE guidance Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation. We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

The teaching of online safety is covered in computing programmes of work, the PSHE scheme, in some assemblies and through ecadet activities. **Change to e cadets to Internet Guardians in January 23**

The school will take into account the government publication Teaching Online Safety in Schools (June 2019) when planning the curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Mobile Phone and Camera Safety

Each class has their own Samsung tablet device to take photos and videos of the children to upload onto Google Drive , Dojo or as evidence of learning

https://docs.google.com/document/d/1Nyq0ROmXVbMEIY5hnnH_5-XOJ0JSAzhW/edit

School has mobile phone guidance that has been shared with

all staff

Filtering and Monitoring will be reviewed annually and recorded onto our SCR

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools> updated
Teaching online safety in schools

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently

both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

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 (KCSIE, 2024).

This will need to be adapted according to your individual school agreement.

Online safety and the school or college's approach to it should be reflected in the child protection policy.

The policy should reference the '4Cs' (Content/Contact/Conduct/Commerce). This will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children, whilst at school or college, sexually

harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

At Muschamp we manage this risk by:

“When children use the school’s network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils and students are able to access the internet using their own data plan. To minimise inappropriate use, as a school we...”

The policy needs to refer to how children will be kept safe when they are accessing ‘online learning’ whilst out-of-school.

Example:

Children are specifically taught about safe use of the internet. Our policy is not to block everything and only allow children access to certain sites – they need to be taught what is acceptable and what is unacceptable, and what to do when they feel ‘uncomfortable’.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, **some** pupils and students are able to access the internet on their own devices using their own data plan. To minimise inappropriate use, pupils and students are supervised and guided carefully when engaged in learning activities involving online technology. Online safety education is embedded within the curriculum and pupils and students are taught how to use online technology safely and responsibly.

As part of a broad and balanced curriculum, all pupils and students will be made aware of online risks and taught how to stay safe online.

Through training all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate that

they are at risk of potential harm online.

- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that the use of filtering and monitoring systems does not cause 'over blocking' which may lead to unreasonable restrictions as to what pupils and students can be taught regarding online teaching.

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home. Appropriate filters and appropriate monitoring systems should be in place. Where children are being asked to learn online at home, the Department for Education has provided advice to support schools and colleges to do so safely.

Cyber Crime

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

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills 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 designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), and [National Cyber Security Centre - NCSC.GOV.UK](#).

(Please refer to Annex B of KCSIE, 2024 for further information and links to resources and support - [Annex B: Further information \(keepingchildrensafeineducation.co.uk\)](#))

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows: The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved. Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving

parents would put the young person at risk of harm. At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Teachers follow a scheme (Jigsaw) to inform children about 'sexting' through the PSHE curriculum. Children in upper KS2 are taught 'that when people send messages or photos like this it is called 'sexting'. Teachers emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Children are also informed that the police can be informed, as there are laws of making/sharing 'sexy' photos of children. (Jigsaw Year 6 - summer 2 - Piece 4).

Violent Crime

Staff are made aware of the indicators that may signal that children are at risk from, or are involved with, serious violent crime. These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff are also aware of the associated risks and understand the school's procedures.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Child Abduction and Community safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents

Sutton have a child alert scheme where local schools are informed if there has been an incident involving a child

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a pupil's sexual behaviour, including any

known online sexual behaviour, should speak to the DSL as soon as possible.

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

Upcoming guidance KCSIE notes for information that revised guidance is expected this summer on relationships, sex and health education and gender questioning children. Both pieces of guidance will be referenced in KCSIE when the final version is published in **KCSIE September 2025**.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and

Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

The school includes the risks of sexual exploitation in the PSHE, SRE , Computing curriculum, e-safety assemblies and activities run by the ecadets . A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation through their safeguarding training and all concerns are reported immediately to the DSL.

Criminal exploitation of children: County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and

young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

All staff are aware of the criminal exploitation of children and all concerns are reported immediately to the DSL.

[3 - 11 Primary PSHE Scheme of Work | England | Jigsaw PSHE \(Y6 Spr 1 - Healthy me, piece 3\)](#)

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

Honour-Based Abuse

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as

breast ironing. All forms of HBV are abuse.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

In this section there is a new paragraph which states the following:

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

Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to

older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers. 'If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.'

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Please click here to access Sutton's FGM resources:

[Sutton Local Safeguarding Children Partnership - LSCP Policy & Practice \(suttonlscp.org.uk\)](http://suttonlscp.org.uk)

Modern Slavery

National referral and the National slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour

How to identify Modern Slavery Statutory guidance

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of

radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). **Stephen Welding, is the Borough's Education E safety Advisor and Prevent trainer** stephen.welding@cognus.org.uk or 0204 582 0322

Each year as part of our whole school safeguarding training we renew our PREVENT training using the Government links

Useful links

<https://www.gov.uk/guidance/prevent-duty-training>

Prevent Duty Guidance

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

Prevent Duty Self-assessment - How to use

<https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools/how-to-use-the-prevent-duty-self-assessment-tool-for-schools>

Prevent Duty Self-assessment - Tool

<https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

147] As defined in the Government's Counter Extremism Strategy

www.gov.uk/government/publications/counter-extremism-strategy.

[148] As defined in the Government's Prevent Duty Guidance for England and Wales.

www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales

[149] As defined in the Terrorism Act 2000 (TACT 2000)

www.legislation.gov.uk/ukpga/2000/11/contents

All staff will undertake Prevent awareness training.

Further resources:

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

[The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](#)

[Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](#)

[Prevent duty training - GOV.UK \(www.gov.uk\)](#)

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](#)

Virtual heads – A Virtual School Head (VSH) promotes the educational success of children in local authority care (looked-after children) and, in some regions, children with a social worker or in kinship care. Kinship care is when a child unable to live with their parents is cared for by a relative, family friend, or other adult with a prior connection to the child, rather than a foster carer from outside the family or friend network.

The VSH oversee funding, such as pupil premium, and work with schools and other agencies to create a strategic plan to improve educational outcomes, ensuring these children receive the support and opportunities they need to reach their full potential. As of September 2024, the role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a 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, or aged under 18 if the

child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

<https://www.suttonlscp.org.uk/lscp-private-fostering.php>

[Sutton Local Safeguarding Children Partnership - Private Fostering \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk)

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Previously Looked After - Post LAC

As a school we recognise that not all Post LAC children are underachieving, while some maybe but not eligible for funding. We plan to use our funding to creatively support any individual in which any area of underperformance is evident

Hidden Children

Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse, neglect or exploitation. There may also be risks outside their family, such as radicalisation or exploitation. Protecting

children from these external risks is known as contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children's skills to participate fully and constructively in society.

So which children are we talking about?

1. Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
2. Children who fall under the heading 'educated at home', but may not be receiving effective, efficient, and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
3. Children attending unregistered schools, sometimes under the guise of being electively home educated.
4. Children in alternative provision that is of insufficient quality or is not provided for the required hours.
5. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

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<https://helpwithchildarrangements.service.justice.gov.uk/>

Children with Family Members in Prison

Many children have a parent sent to prison. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative

consequences for those children.

<https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison#:~:text=Despite%20their%20situation%2C%20they%20are,with%20a%20parent%20in%20prison.&text=In%202016%2D17%20we%20supported,by%20a%20parent%20in%20prison.>

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

<https://www.nationaldahelpline.org.uk/>

<https://www.refuge.org.uk/our-work/our-services/one-stop-shop>

[-services/](#)

<https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet> new info KCSIE 2021

<https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted> new info KCSIE 2021

<https://notaloneinsutton.org.uk/>

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, 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).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

In May 2024, the Victims and Prisoner's Act received Royal Assent. This places a statutory duty on all police forces in England and Wales to participate in Operation Encompass.

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or 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. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Operation Encompass is currently under review in Sutton.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

Transform Sutton - 020 8092 7569 /
transformsutton@cranstoun.org.uk

[Not Alone in Sutton](#)

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC - UK domestic-abuse Signs Symptoms Effects;](#)
- [Refuge what is domestic violence/effects of domestic violence on children;](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives;](#)
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse);
- [Home: Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children).

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of the contact details and referral routes into the Local Housing Authority so she can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

https://england.shelter.org.uk/professional_resources/policy_and_research/policy_library/policy_library_folder/briefing_homelessness_reduction_act_2017

The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

The **POD**, run through Home Start Sutton, offers a safe and welcoming space for families with children who find themselves living in temporary or emergency accommodation in the borough. It serves as a community hub where families can come together, share experiences, and find support in a warm and understanding environment.

<https://homestartsutton.org.uk> For more information contact 0208 647 6501 or 07719474200

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it

should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Equality Act

Paragraph 89 has been updated and states that:

'provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. A school could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. There is also a duty to make reasonable adjustments for disabled children and young people.'

**Reviewed September 2025
Review Date: September 2026**

"The welfare of the Child is paramount"

The safety and welfare of our pupils and students is of the utmost importance, ensuring that they are protected from maltreatment, impairment of their mental and physical health or development and that they are growing up in circumstances consistent with the provision of safe and effective care. We take action to enable all children to have the best outcomes. We have created a culture of vigilance where pupils and students' welfare is actively promoted. Pupils and students are listened to and feel safe. We maintain an 'it could happen here' attitude.

We know children learn best when they are healthy, safe, and secure, when their individual needs are met and when they have positive relationships with the people caring for them. We aim to have schools which are welcoming, safe, and stimulating and where children can enjoy learning and grow in confidence. All necessary steps are taken to keep children safe and well.

Because of the day-to-day contact with children, our staff are trained to identify when a pupil may be at risk of harm and abuse, and they report their concerns immediately. We have a duty to safeguard and promote the welfare of our pupils and students under the Education Act 2002 and Children Act 1989/2004 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Children are taught about safeguarding, including sensitive issues and online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. We use the curriculum to ensure that children and

young people understand how people with extreme views share these with others, especially using the internet. All children are taught to recognise when they are at risk and how to get help when they need it.

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

Relevant issues for schools will be taught through Relationships Education (for all primary pupils and students) and Sex Education (for all secondary pupils and students) and Health Education (for all pupils and students in state-funded schools) which became compulsory in September 2020.

Please refer to the statutory guidance (currently under review) for more information:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

Purpose and Aims

The elements in this policy and our procedures related to this aim to:

- Ensure safe recruitment practice in checking the suitability of all our staff and volunteers to work with children including the completion of risk assessments.
- Ensure staff are appropriately trained.
- Raise awareness of safeguarding/child protection issues amongst all staff, supply, agency, and volunteers and

of what to do if they have concerns.

- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

- Below are some safeguarding issues all staff should be aware of: Child-On-Child Abuse; Child Criminal Exploitation (CCE); Child Sexual Exploitation (CCE); Domestic Abuse; Female Genital Mutilation (FGM); Mental Health and Serious Violence (KCSIE, September 2024). Annex B in KCSIE contains important additional information about specific forms of abuse, exploitation, and safeguarding issues. School and college leaders and those staff who work directly with children should read Annex B.

- Ensure that volunteers are appropriately supervised.

- Ensure that our procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.

- Ensure that our links with relevant agencies are effective and that we co-operate and work in a partnership regarding child protection matters, including attendance at case conferences and core group meetings.

- Ensure that our school environment is safe and is one in which children feel secure and are encouraged to talk freely about anything that concerns them.

- Ensure that children know there are adults in the school who they can approach if they are worried about anything.

- Ensuring that students have a safe space to speak to a trusted adult, where they can raise concerns.

- Ensure that the curriculum and other provision,

including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip our pupils and students with the skills needed to feel safe and adopt safe practices to help them recognise risks and stay safe from abuse.

- Ensure that we support pupils and students who have been abused or may be at risk of harm in accordance with any agreed child protection plan.
- Ensure that we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure that staff follow accepted “safe practice” principles when working with pupils and students.
- Ensure that pupils and students are protected from all forms of harm.
- Ensuring that the school creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

If there are Child Protection concerns, the **London Child Protection Procedures** (*London Safeguarding Children Board, 7th edition, 2022 – last updated April 2024*) must be followed. This can be found at www.londoncp.co.uk. The Local Safeguarding Children Partnership (LSCP) has adopted these procedures.

In addition to our overarching Safeguarding and Child Protection Policy and Procedures, the following policies should also be considered:

Induction, SEN, Pupil Premium, Equality, Health and Safety, Safer Recruitment, Attendance, Behaviour, Anti-bullying,

E-Safety (including Filtering and Monitoring/mobile phone use), Positive handling, Intimate Care, Drug and Alcohol, Medical, Healthy Relationships, Data Protection, Whistleblowing and Educational Visits.

Links to other guidance

Although this list is not exhaustive, this policy and procedure also accords with:

- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Children Missing Education - Guidance for Local authorities \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Inspecting further education and skills: guide for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Early years inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Prevent-Duty-Guidance-Schools-and-early-years-provid](https://www.gov.uk)

ers-briefing-note-1.pdf

- [Disqualification under the Childcare Act 2006 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [What to do if you think a child is being abused \(DfE March 2015\)](https://www.gov.uk)
- [Section 5B of the Female Genital Mutilation Act \(2003\) Section 74 of the Serious Crime Act 2015](https://www.gov.uk)
- [Female Genital Mutilation: Resource Pack \(Updated February 2023\)](https://www.gov.uk)
- [Regulated activity in relation to children \(2012\)](https://www.gov.uk)
- [Teacher Status Checks \(Updated June 2024\)](https://www.gov.uk)
- [Child sexual exploitation: definition and guide for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Understanding sexualised behaviour in children | NSPCC Learning](https://www.nspcc.org.uk)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Criminal exploitation of children and vulnerable adults: county lines \(accessible version\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Data protection: The Data Protection Act - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [young-people-who-self-harm-a-guide-for-school-staff.pdf \(rcpsych.ac.uk\)](https://rcpsych.ac.uk)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations for managers - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Education for a Connected World \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
 - [Positive environments where children can flourish - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [When-to-call-police-guidance-for-schools-and-colleges.pdf \(governmentevents.co.uk\)](https://www.gov.uk)
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [After-school clubs, community activities and tuition:](https://www.gov.uk)

[safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/safeguarding-guidance-for-providers)

- [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)
- [Implementation of the Marriage and Civil Partnership \(Minimum Age\) Act 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/implementation-of-the-marriage-and-civil-partnership-minimum-age-act-2022)
- [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-improve-school-attendance)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)
- [Improving behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/improving-behaviour-in-schools)
- [Gender Questioning Children - non-statutory guidance \(education.gov.uk\)](https://www.education.gov.uk/guidance/gender-questioning-children)
[Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/guidance/mobile-phones-in-schools)