Safeguarding and Child Protection Policy

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Document Owner: ***Emma Parsons (Deputy Head - Pastoral)***		
Description: This policy outlines the School's approach to child safeguarding and protection.		

OUR SCHOOL AIMS

- *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- *To prioritise physical and emotional wellbeing across every facet of our school community.*

PART 1: SAFEGUARDING SUMMARY

1.0 SUMMARY INTRODUCTION

1.1 Lingfield College, incorporating Lingfield College Nursery, Lingfield College Prep and Lingfield College Sixth Form (Lingfield College) is fully committed to safeguarding the children and young people in its care, and recognises that promoting the welfare of children is the responsibility of **everyone** that works at the school. In keeping with the guidance of the DfE document 'Keeping Children Safe in Education' (September 2023), the School ensures that its approach is focused on the child's best interests, recognising that the term 'child' includes all pupils in the school, including those aged 18 in Year 13.

1.2 Safeguarding and promoting the welfare of children is defined in KCSiE 2023 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.' These are the tenets to which the school adheres.

1.3 Although everyone within the school community who comes into contact with children and their families has an important role to play in safeguarding and providing a safe environment in which pupils can learn, there are several key members of staff who play an important role as the school's safeguarding team, and their contact details are available in the table on p. 4 of this document. The Designated Safeguarding Leads (DSL) and their Deputies (DDSL) are most likely to have a complete safeguarding picture and are the most appropriate person to advise on the response to safeguarding concerns.

1.4 Wherever the word 'Staff' is used in this document, it covers ALL staff on site, including governors, ancillary supply and self-employed staff, contractors and volunteers working with children.

2.0 HOW TO HELP A CHILD AT RISK OF IMMEDIATE HARM

2.1 If there is a risk of immediate harm to a child, staff should act immediately. Depending on the situation, they should call 999 straight away and/or contact the DSL who may call other relevant agencies, such as Children's Services.

2.2 The DSL or DDSL should always be available to discuss safeguarding concerns. If they are absent from school for any reason, contact details of alternative DSL support will be given to all staff via email. In school holidays the DSL will send an email to inform staff which DSL or DDSL is on-call with their contact number.

2.3 In exceptional circumstances, if there is an emergency and no DSL or DDSL can be contacted, staff should not delay appropriate action, such as calling the relevant emergency services. If necessary, they should also speak to a member of the Senior Leadership Team or take advice from Surrey Children's Single Point of Access (SPA) – see contact details over page. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible and logged on CPOMS.

2.4 In keeping with guidance from KCSiE (2023), *'Staff should not assume that another colleague or professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision.'* (KCSiE (2023) p16)

3.0 HOW TO HELP A CHILD AT RISK OF SIGNIFICANT HARM

3.1 If a member of school staff is worried that a child is at risk of significant harm (physical, mental, neglect, sexual or the likelihood that they are being drawn into terrorism) they should contact the DSL or DDSL as soon as possible.

3.2 If they are unavailable, a referral should be made to the relevant Children's Services depending on the county in which the child lives. Staff should expect to support social workers and other agencies following any referral.

3.3 Where referrals are made to the school's Local Authority (Surrey), but the pupil in need lives in another county under a different authority (e.g. Sussex or Kent) or moves there, the school and the school's LA will liaise with the child's local authority.

3.4 It is vital to be aware that anyone can make referrals, if necessary, not simply the School's Safeguarding Team.

4.0 WHAT TO DO IF YOU SUSPECT A MEMBER OF STAFF

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

4.2 If you have an allegation or child protection concern about a member of staff working with children which indicates that they have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may behave in a way that indicates they may not be suitable to work with children

4.3 Concerns must be raised in the first instance with the Headmaster (boolr@lingfieldcollege.co.uk or 01342 833176) without delay, or if this is not possible to the DSL, who will contact the Surrey Local Authority Designated Officer (LADO) within 24 hours (see contact details over page).

4.4 If concerns are related to the Headmaster himself, then contact should be made with the Chair of Governors through the HR Manager, Cathryn Marsden at marsdenc@lingfieldcollege.co.uk without notifying the Headmaster.

4.5 Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the school; or as a result of vetting checks undertaken.

4.6 If you feel that the school is not managing your concerns properly, please consult the DSL (Emma Parsons at Lingfield College and Jacky Shackel at Lingfield College Prep) in the first instance. A copy of the Whistleblowing Policy is available on the online Staff Handbook and on the school website www.lingfieldcollege.co.uk, together with other important policies and documents such as Staff Code of Conduct, E-Safety Policy and Anti-bullying Policy to name but a few.

KEY SAFEGUARDING CONTACT DETAILS

Role	Name	Email Contact / Details	Phone Contact
Lingfield College Out of hours DSL team	All DSLs	dslteam@lingfieldcollege.co.uk	
Lingfield College DSL	Emma Parsons	parsonse@lingfieldcollege.co.uk *(*Deputy Head – Pastoral*)*	Ext 393
Lingfield College Deputy DSL	Sue Sevier	seviers@lingfieldcollege.co.uk *(SENDCO)*	Ext 303
Lingfield College Deputy DSL	Hannah Redfern	hredfern@lingfieldcollege.co.uk *(Pastoral Support Officer)*	Ext 348
Lingfield College Deputy DSL	Alison Folkard	folkarda@lingfieldcollege.co.uk *(Head of 6th Form)*	Ext 409
Lingfield College Deputy DSL	Sharon Walton	waltons@lingfieldcollege.co.uk *(6th Form Welfare Officer)*	Ext 391
Lingfield College Prep DSL	Jacky Shackel	shackelj@lingfieldcollege.co.uk *(Head of Prep School)*	Ext 202

Lingfield College Prep Deputy DSL	Christina Hubbard	hubbardc@lingfieldcollege.co.uk *(Director of Studies Prep)*	Ext 256
Early Years DSL	Tiffany Vickery	vickeryt@lingfieldcollege.co.uk *(Nursery Manager)*	Ext 252
Lingfield College Prep Deputy DSL	Karen Ovington	ovingtonk@lingfieldcollege.co.uk	Ext 276
Lingfield College Prep Deputy DSL	Helen Roe	roeh@lingfieldcollege.co.uk	Ext 258
Headmaster	Richard Bool	boolr@lingfieldcollege.co.uk	Ext 301
Safeguarding Governor	Amira Cooper	Contact through Clerk to Governors Tara Unwin unwint@lingfieldcollege.co.uk	N/A
Chair of Governors	Peter Samuels	Contact through Clerk to Governors Tara Unwin unwint@lingfieldcollege.co.uk	N/A
Surrey Children's Single Point of Access		Mon-Fri 09:00 -17:00 Emergency – out of hours	0300 470 9100 01483 517 898
Surrey Designated Officer (LADO)	Rita Dada	LADO@surreycc.gov.uk	0300 123 1650
Surrey Educational Welfare Officer	Sarah Garden	Sarah.Garden@surreycc.gov.uk	01737 737777
East Sussex Single Point of Access		Mon-Thurs 08:30 – 17:00; Fri 08:30 – 16:30 Emergency out of hours contact: 0-19.SPOA@eastsussex.gov.uk	01323 464222 01273 335905/6
West Sussex Safeguarding Children Partnership (WSSCP)		Mon- Fri 09:00 – 17:00 Emergency Duty Team WSChildrenservices@westsussex.gov.uk	01403 229900 0330 222 6664
Kent County Council Report Abuse		Mon-Thurs 08:30 – 17:00; Fri 08:30 – 16:30 Emergency out of hours contact social.services@kent.gov.uk	03000 411111 03000 419191
Teacher Regulation Agency		misconduct.teacher@education.gov.uk	020 7593 5393
Prevent Advice (Surrey Police		preventreferrals@surrey.pnn.police.uk Non-Emergency Police Advice Line Counter-extremism@education.gsi.gov.uk Non-emergency help for school staff	07795 043842 Or 01865 555618 020 7340 7264 0800 789 321
Forced Marriage Unit		fmu@fcdo.gov.uk	020 7008 0151

PART 2: INTRODUCTION

5.0 OVERVIEW

5.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children Sept 2018 (although updated in 2022 but without changing the date on the published version) Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance makes reference to 'Keeping Children Safe in Education' 2023, Surrey Safeguarding Children Board SSCB Child Protection Procedures and Prevent Duty Guidance.

5.2 Under Section 175 of the Education Act 2002, the Governing Body takes seriously its responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the school to identify, assess, and support those children who are suffering harm. The school works within the parameters of locally agreed inter-agency procedures, and this is reflected in this policy.

5.3 The Governing Body ensures that there are the correct policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are provided to all staff, including temporary staff and volunteers, on induction and are updated annually as a minimum. They are made publicly available on the School website at www.lingfieldcollege.co.uk

5.4 The School recognises that all adults, including temporary staff, ancillary supply and self-employed staff, contractors, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. The School aims to consider what is in the best interests of the child at all times, taking their feelings and wishes into account when determining what action to take and what services to provide. We also take guidance from the publication '*Keeping children safe during community activities, after school clubs and tuition: non-statutory guidance for providers running out-of-school settings 2022'*.

5.5 All staff believe that the School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. '*Every child deserves the right to grow up in a safe and secure environment where they are protected from harm and have the chance to fulfil their potential. All those involved in working with and caring for children have a duty to do everything they can to ensure this is the outcome for all children'*.

5.6 'Keeping Children Safe in Education' states that '*No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has to play a role in identifying concerns, sharing information, and taking prompt action*' (KCSiE 2023 p6). For this reason, Lingfield College considers it of the greatest importance to share information about a child with other agencies if their situation is giving cause for concern, and the school acts promptly to help the child.

5.7 As a school, Lingfield College is in a position to identify concerns early and provide help for children which could help to prevent concerns from escalating. Further details of Early Help are available in Chapter 1 of the DfE document *Working Together to Safeguard Children 2018*. All school staff are expected to be able to recognise a child who may benefit from Early Help, whereby support can be provided as soon as a problem emerges at any stage in a child's life.

5.8 According to the statutory document Teachers' Standards (2013), all teachers (including headteachers) must *'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by having regard for the need to safeguard pupils' well-being in accordance with statutory provisions'* (Teachers' Standards p14).

6.0 LINGFIELD COLLEGE'S SAFEGUARDING AIMS

The College's safeguarding aims are:

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued, and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse *(See Appendix 1)*
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that the School contributes to assessments of need and support plans for those children
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care
- To ensure that all staff working within the school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit and to maintain the single central record.
- To create a recruitment checklist once a new staff member has been appointed which is followed to ensure that all necessary checks are completed prior to an individual starting. Only after all the checks are completed is an HR Personnel file created

7.0 TERMINOLOGY

The following terminology is used throughout this policy:

- **Abuse** is defined in the DfE document 'Keeping Children Safe in Education' (2023) as *"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. 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"* **(KCSiE 2023 p10)**
- **Child/Pupil** refers to all young people including those who have reached their 18th birthday
- **Child in Need:** Defined under the Children Act 1989 as 'a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.' Children in Need may require multi-agency support, e.g. CAMHS, TAF, TAC**,** FEDS (such as pupils with eating disorders or depression)

- **Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm
- **Children at Risk:** Those children who suffer from an acute problem or may be at significant risk of immediate harm. They require an immediate referral to Children's Social Care, Designated Officer (LADO) support or the Police
- **Contextual Safeguarding:** Considering the context within which certain incidents and/or behaviours occur. Assessments of children should consider such factors, and the information provided by schools to agency decisions can prove very useful. Consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare
- **Early Help:** KCSiE defines this as action that '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' (KCSiE 2023 p7). If Early Help is appropriate, the DSL will liaise with other agencies to support the child and will keep the situation under constant review.
- **Parent:** Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **Child-on-child Abuse** refers to a range of types of abuse perpetrated by a child on another child. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.
- **Significant Harm** is the threshold that justifies compulsory intervention in family life in the best interests of the child. There are no absolute criteria on which to rely when judging what constitutes significant harm, but consideration should be given to the following:
    - The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another
    - The duration and frequency of abuse or neglect
    - The extent of premeditation
- **Staff** refers to all those working for or on behalf of the school, full-time or part-time, in either a paid or voluntary capacity
- **Upskirting**: which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

8.0 CONFIDENTIALITY

8.1 Lingfield College recognises that all matters relating to child protection are confidential.

8.2 The Headmaster or DSLs will disclose any information about a child to other members of staff on a need-to-know basis only.

8.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

8.4 The DSL will always undertake to share the school's intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, the DSL will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

8.5 If Children's Services call the school asking for any information about a child, the member of staff must ask Children's Services to send a verification email before discussing any children

PART 3: SUPPORTING CHILDREN

9.0 OVERVIEW

9.1 Lingfield College aims to support all children at the school by:

- Promoting a positive, supportive and secure environment that gives pupils a sense of being valued
- Encouraging self-esteem and assertiveness through the curriculum without condoning aggression or bullying
- Including relevant content in the curriculum, including relevant issues in lessons, PSHE, Assemblies and external talks
- Enforcing the following policies (among others): Behaviour Management, Anti-Bullying & Cyberbullying, E-Safety and Computer Usage
- Storing records securely and holding more than one emergency contact number for each pupil, enabling school staff to contact a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- Providing easy access to confidential counselling for all students
- Taking all suspicions and disclosures seriously and avoiding leading questions or prompting if a child is making a disclosure
- Nominating a link person who will keep all parties informed and be the central point of contact
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Offering details of helplines, counselling, or other avenues of external support

- Notifying Children's Services as soon as there is a significant concern
- Writing a welfare plan and/or welfare risk assessment for pupils who are susceptible or need extra support for whatever reason e.g. significant mental health issues, medical reasons

9.2 Lingfield College recognises that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. The school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn, and this is recognised by the pastoral staff at the school.

9.3 The school provides continuing support to a child in need who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting. In certain circumstances the DSL may contact the new school to explain the child's situation to the DSL there, to ensure that there is a good level of support through the child's transition.

9.4 The Admissions Office sends out a Continuity of Information Form to all schools from which pupils have transferred, seeking confirmation of any child protection issues relating to those pupils.

10.0 TEACHING CHILDREN HOW TO KEEP SAFE

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

10.2 The school community therefore:

- Works to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to
- Includes regular consultation with children e.g. through participation in Pupil Forum meetings and questionnaires
- Ensures that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- On Firefly there is an Icon labelled "Online Worry Box" which is an anonymous questionnaire which allows students and staff to leave a concern, this is monitored by the Deputy Head Pastoral who reads them daily and acts upon them
- Includes Safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include:
  - anti-bullying work
  - e-safety
  - road safety
  - pedestrian and cycle training
  - Healthy and respectful relationship
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem

- How to recognise an abusive relationship, including coercive and controlling behaviour
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based marriage and FGM, and how to access support.

- Work in Year 6 is focused on preparation for transition to Secondary School and more personal safety/independent travel
- Gives students in Years 7, 9, 11, 12 and 13 support with transition to Lingfield College and/or University and Higher Education
- There is a personal safety talk for Year 6's before moving to Year 7. For younger pupils there is Circle Time, where the Prep School hopes to create a comfortable forum for discussion. There are also regular assemblies which discuss issues of child safety and behaviour.
- Prep School Council discuss current issues and share concerns of their peers with the Head of Prep every two weeks.
- In the Senior School there are talks on railway safety.
- Promotes helplines such as Childline and how to stay safe online via posters around the school.
- Invites speakers in to talk to parents and pupils about subjects such as substance abuse, internet/online safety, and mental health.
- Checks the suitability of visiting speakers by doing an internet search and recording it on the Visiting Speaker Proposal Form.
- Ensures that Visiting Speakers are not left unattended with pupils
- Makes sure that there are clear e-Safety and Computer Usage Policies, with SMART rules up in the ICT rooms and reminder stickers on computers.
- The school has trained Antibullying Ambassadors in Years 4-12. They take an active role in the school encouraging pupils to be upstanders and offering advice and support to anyone being bullied.

11.0 ONLINE SAFETY

11.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. Keeping Children Safe in Education 2023 gives guidance on the subject of 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."

11.2 Our E-Safety Policy explains how we will protect and educate pupils and staff in their use of technology. This includes how we look to identify, intervene in, and escalate any concerns where appropriate. Additionally, all staff will be given an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring with regards to child protection training during INSET days and as required throughout the year to ensure that they have the relevant skills and knowledge to safeguard children effectively.

11.3 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).
  (KCSiE 2023)

11.4 The Governors recognise that they are expected to do all they reasonably can to limit children's exposure to the risks detailed above and ensure that the school maintains appropriate filters and monitoring systems to prevent children from accessing harmful or inappropriate material from the school's IT system and on school owned devices.

- The Senso alerting filter is in place to identify those students who may be trying to access harmful and inappropriate material online – a log of blocked searches made on the school system is checked by the Senior and Prep School DSLs on a daily basis.
- Senso is a cloud-based application that monitors classroom computers and students' teams chats. It logs activity such as keywords, visual threats, and phrases. For any phrase that is considered 'critical' an email is immediately sent to the DSLs for further investigation.
- The software is also in line with Ofsted guidance and takes keyword libraries from leading charities such as the Internet Watch Foundation and the Counter-Terrorism Internet Referral Unit. The lists are updated twice a month. iBoss is our web filter, this auto categories websites and blocks pages depending on the categorisation. Similar to Senso, it also reports certain keywords. This is tested quarterly using:
  - http://testfiltering.com/test/ to ensure it blocks Adult Content, Child Sex Abuse and Terrorism Content efficiently.
  - Libra ESVA is our email filter; it uses a combination of AI and keyword lists to ensure the Staff and students don't receive any elicit or dangerous emails.

11.5 The IT technicians will inform the DSL of any harmful and/or inappropriate searches as quickly as possible (within a couple of hours).

11.6 Staff are expected to pay attention to pupils' use of the internet and electronic devices with the aim of keeping them safe online, flagging up the need for change or improvement where necessary. Pupils are also encouraged to continue to reduce risks and build their own resilience (including to radicalisation, cyberbullying, and potential sexual exploitation).

11.7 The school ensures that by means of the Staff Code of Conduct (and briefings or emails where relevant) all staff are aware of school guidance for their own use of mobile technology; safeguarding INSET training also covers potential safeguarding issues around staff use of personal devices, particularly at the Prep School.

11.8 We acknowledge that many pupils are able to access the internet using their own data plan whilst in school. This could result in pupils harassing their peers via their personal mobile, sharing indecent images: consensually and non-consensually (often via large chat groups), and viewing and sharing pornography and other harmful content. We manage this risk by not allowing the use of mobile phones during the school day together with PSHE lessons that educates children about such behaviour. Any pupil engaging in harmful online behaviours will be subject to sanctions as published in the Behaviour Policy.

12.0 USE OF MOBILE PHONES IN EYFS

12.1 Mobile phones should be switched off or put on 'silent mode' during school hours and must never be used in the classroom or around the children. They must also be switched off or silent during staff meetings or meetings with parents.

12.2 For the staff in the Foundation Stage, phones and personal cameras must not be used in the classrooms. Phones may not be used for taking photographs and visitors must be advised that their phones and personal cameras must be kept in their bags at all times, which are kept in a locked room away from the children.

12.3 There are lockable secure boxes for visitors' mobile phones that are stored in the Foundation Stage kitchen.

12.4 This is also referred to in the Prep Staff Code of Conduct, the Foundation Stage Policy, the Prep School Staff Handbook, and the Mobile Phone Policy.

12.5 Posters are on external class doors to the Foundation Stage explaining that mobile phones are not allowed, and the Volunteer Guidance Booklet and Visitor Information Leaflet also make this clear.

12.6 Staff must avoid using ipads or their own personal devices when they are responsible for supervising pupils, unless used for educational purposes or in the course of carrying out their duties. For Use of ICT and Smart Phones in Senior School – see E-Safety Policy, Student Code of Conduct 2023-24 and the Mobile Phone Policy.

PART 4: RESPONSIBILITIES

13.0 SAFEGUARDING RESPONSIBILITIES OF THE GOVERNORS

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

- An enhanced DBS check is in place for the Chair of Governors, which has been issued by the Secretary of State.

- Any weaknesses in Child Protection procedures are remedied immediately when identified by a particular case or problem, and they are reviewed at termly Safeguarding Committee Meetings involving the Safeguarding Governor, the School DSLs, and Deputy DSLs as required.
- The School makes the appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risk of their going missing in future.
- Children with Special Educational Needs are supported at the school, and that Lingfield College's policies and safeguarding protocols consider the additional needs and challenges of SEND pupils.
- Senior leaders (Jacky Shackel, Emma Parsons, and Tiffany Vickery) have been appointed as the Designated Safeguarding Leads for the two respective schools and the Nursery. As DSLs they have received the appropriate 'new to role' training and attend regular refresher training every two years.
- DSL's and Deputy DSLs all have appropriate job descriptions regarding their duties that are held in their HR files.
- There is a Child Protection Policy together with a Code of Conduct (Staff Behaviour Policy) and e-Safety Policy, all of which are ratified by the Governors on an annual basis.
- Child Protection policies and procedures are reviewed annually by the School's Safeguarding Committee. The DSL's complete and submit Surrey's termly and annual audit. An account of Safeguarding issues is given to the Governors every term as part of the Pastoral section of the Governors' Report and the policy and procedures are reviewed annually by the governors on the safeguarding committee.
- The Safeguarding Governor conducts an annual review with both DSLs using a checklist from AGBIS.
- All staff members undergo safeguarding and child protection (including online safety, filtering, and monitoring) training at induction, and that they receive regular refresher training thereafter at appropriate intervals, at least annually, to keep abreast of any relevant safeguarding and child protection developments, and a detailed log is maintained detailing the dates of the training they have received. The two-yearly training for DSLs and regular formal training for staff is supplemented with informal updates, for example, fortnightly safe-guarding quiz that all staff are expected to submit answers to, and staff meetings.
- All staff must read at least Part One of KCSiE and any updates from the DFE. This is done during the INSET day at the start of the academic year for existing staff and during Induction of new staff, both via hard copy distribution and acknowledgment as well as online training. In addition to this all staff who work directly with children must read Annex A and Annex B of KCSiE.
- The school considers how children may be taught about Safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Personal Social, Health, Education (PSHE), assemblies and through Sex and Relationship Education (SRE).
- The School contributes to inter-agency working in line with statutory guidance in *'Working Together to Safeguard Children 2018'*. The School works with children's social care, the police, healthcare professionals and other services to promote the welfare of children and protect them from harm.

- The School operates Safer Recruitment procedures by ensuring that there is at least one person on recruitment panel that has completed Safer Recruitment training. Currently the Headmaster, Head of Prep School, Deputy Head Academic, Chair of Governors, and HR staff have had Safer Recruitment training, which is updated every three years.
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headmaster.
- Governors receive online (from AGBIS) and in person safeguarding training at induction and must attend the annual safeguarding training update and are also asked to complete online Governor training on Prevent. They are expected to complete the fortnightly safeguarding quiz.

14.0 SAFEGUARDING RESPONSIBILITIES OF THE HEADMASTER

The Headmaster is responsible for ensuring that the school's policies and procedures that have been adopted by the Governing Body are understood and followed by all staff, particularly concerning referrals of cases of suspected abuse and neglect.

15.0 SAFEGUARDING RESPONSIBILITIES OF THE DSLs

15.1 The Deputy DSLs are trained to the same standard as the DSLs, and the role is explicit in their job description. However, whilst the activities of the DSL can be delegated to appropriately trained Deputies, the ultimate lead responsibility for child protection remains with the DSL and this cannot be delegated.

15.2 During term time the DSL is available during school hours for school staff to discuss any safeguarding concerns and is available on email if a colleague needs to raise a concern or discuss an issue over the phone at other times. If the DSL is absent, colleagues will be directed to the relevant Deputy DSL.

15.3 During weekends, school holidays and evenings the whole DSL team can be contacted using the email dslteam@lingfieldcollege.co.uk. This will be checked at least twice daily, and members of the DSL team will liaise to decide who is the best person to deal with the concern. HR circulate a list every holiday stating which members of SMT are available on specific dates to ensure that we always have a DSL available to pick up and act on concerns. Prior to each holiday an email will be sent to Prep and Senior school staff to inform them which DSLs are on call and how they should be contacted.

16.0 MANAGING REFERRALS

16.1 DSLs may well be best placed to understand the context within which particular incidents and/or behaviours occur and should share as much relevant information as possible with other agencies such as Children's Services or the Police.

16.2 In most instances, the DSL is responsible for referring cases of suspected abuse to the Children's Services Area Referral, Assessment, and Intervention Service (RAIS) Team 6, and acts as a focal point for staff to discuss concerns. Referrals should be made by the DSL in writing, following a telephone call, using the Multi Agency Referral Form (MARF)7. The DSL should follow up their referral if information from Children's Services is not forthcoming.

16.3 The DSL is expected to make contact with the Police within 24 hours if the case appears to be a criminal matter

16.4 The DSL works with the case manager (Headmaster or Chair of Governors, depending on the situation) and designated officer(s) (LADO) for child protection concerns in cases which involve a staff member

16.5 The DSL makes a referral to the Disclosure and Barring Service in cases where a person is dismissed or has left due to risk/harm to a child. A referral will also be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

16.6 It is expected that the DSL will liaise with the Headmaster to inform him of issues, particularly enquiries under Section 47 of the 1989 Children's Act and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. If a police officer comes into school the DSL must ensure that they have an Appropriate Adult with them. Further details can be found here: PACE Code C 2019 (accessible) - GOV.UK (www.gov.uk)

16.7 The DSL liaises with other agencies and professionals in line with guidance in 'Working Together to Safeguard Children 2018'

16.8 The DSL ensures that either they, or another staff member, attend case conferences, core groups or other multi-agency planning meetings, contribute to assessments, and contribute to a multi-agency report which is shared with the parents

16.9 The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies

17.0 TRAINING AND RAISING AWARENESS

DSLs are expected to do the following in terms of their own training and providing it for other staff:

17.1 Undergo training to acquire the knowledge and skills required to carry out the role, and obtain access to resources

17.2 Training and induction of staff must include Part 1 of KCSiE and Annex A and B. The school ensures that all staff have done this by electronic distribution and acknowledgement.

17.3 Keep up with any developments relevant to the role by means of regular refresher training courses to better understand the role, such as local inter-agency working protocols, and Surrey training in Prevent duties

17.4 Understand the Assessment Process for providing Early Help and intervention (e.g. by means of Early Help assessments) and know about the way in which local authorities conduct a child protection case conference or a child review conference, and to be able to attend and contribute to these effectively when required to do so

17.5 Ensure that each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures, especially new and part-time staff. They must ensure that the School's Safeguarding and Child Protection Policies are used appropriately and ensure that staff are aware of Surrey Children's Services updated policies and training opportunities, which are available at this link: https://servicesforschools.surreycc.gov.uk/Training

17.6 Organise Child Protection induction (including Prevent) for new staff, and provide regular training for all school staff, keeping them aware of child protection procedures and any changes in legislation.

- This will include DSLs giving specific training on new staff induction day which will consist of any KCSiE updates, school specific procedures and a general overview of the safeguarding policy. Prior to starting staff are sent copies of the following policies:

- Safeguarding and Child Protection, E- Safety (including how appropriate filtering and monitoring technology operates on school devices and school networks), Anti-bullying, Staff code of conduct, Staff Safe Working Practice Agreement, Health and Safety Policy, Pupil Behaviour Policy, Whistleblowing Policy, KCSiE 2023, and First Aid Policy. They are given a link to online safeguarding and prevent training. A record is kept in the HR department that staff have done the online training and completed it.

17.7 Communicate amendments to procedures or legislation via staff briefings and/or email

17.8 Be alert to the specific requirements of children in need, those with special educational needs, young carers and children with a social worker

17.9 Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school

17.10 Recognise the additional risks that children with SEN and disabilities face online, e.g. from online bullying, grooming and radicalisation, and are confident that they have the capability to support SEND children to stay safe online

17.11 Encourage a culture among all staff of listening to children and taking account of their wishes and feelings in any measures that the School may put in place to protect them

18.0 DSL RECORD KEEPING

18.1 DSLs must maintain detailed, accurate, secure written records of concerns and referrals and ensure that all such records are kept confidentially and securely, separate from pupil records until the child's 25th birthday.

18.2 All child protection records are kept confidentially on CPOMS – a secure software package and historic records are locked in a filing cabinet in a secure office.

18.3 Online written records are kept in CPOMS regarding concerns about children, even where there is no need to refer the matter immediately. All staff are asked to make their referrals or flag concerns using this software which is available on all staff desktops and laptops. Staff are given training on this during Induction and INSET.

18.4 It is the DSL's responsibility to make sure that Child Protection files are forwarded on to a child's next school or college and to ensure the safe transit of the file and receive a formal confirmation of receipt. This is done by tracked post or by hand to ensure safe delivery. A receipt is requested.

18.5 DSLs must ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

18.6 DSLs review the School Safeguarding and Child Protection Policy annually (as a minimum), and make sure that the procedures and implementation are updated and reviewed regularly by working with the Governing Body to ensure that this happens

18.7 DSLs make the Safeguarding and Child Protection Policy publicly available via the school website (www.lingfieldcollege.co.uk under 'Policies and Procedures' in the parents' area), making it clear to parents that referrals about suspected abuse or neglect may be made by the school.

19.0 SAFEGUARDING RESPONSIBILITIES OF ALL SCHOOL STAFF

19.1 Safeguarding and promoting the welfare of children in the community is everyone's responsibility, even if they do not have specific organisational responsibility or statutory authority to intervene in the lives of children and their families. Keeping Children Safe in Education 2023 recommends that staff maintain an attitude of **'it could happen here'** where safeguarding is concerned, advising *'when concerned about the welfare of a child, staff members should always act in the best interests of the child.'* ***(KCSiE 2023 p16)***

19.2 All staff and volunteers (including temporary and supply staff) have an integral responsibility to be alert to the signs of abuse. They should also ensure that the school environment is safe and secure for children, and that appropriate procedures are followed. Details of the common signs of abuse are available on laminated notices in the Staff Rooms of both schools. The responsibility to refer children thought to be at risk rests with the person who has the concern. Anyone can make a referral, not simply the DSL, using the contact details on p4 of this policy. The crucial issue is that a child needs to receive the right help at the right time to address risks and prevent issues from escalating.

'Working Together to Safeguard Children' (2018) and Keeping Children Safe in Education (2023) both indicate the role that including schools should play to identify problems as they emerge; this is known as 'Early Help': 'Professionals should, in particular, be alert to the potential need for Early Help for a child who has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

- 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)
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, 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;
- has returned home to their family from care;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or child marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

(KCSiE 2023 p9)

19.3 It is important that all School staff accept their responsibility to identify the symptoms and triggers of abuse and neglect *(See Appendix 1)* and share information to provide children in need with the support they deserve. To do so, they are expected to continue to develop their knowledge and skills in this area through INSET training sessions and also by reading relevant documents and guidance.

19.4 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (KCSiE 2023 para 19)

19.5 All staff, but especially the DSL and DDSLs should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. (KCSiE 2023 para 23)

19.6 As an annual refresher, all staff that work at Lingfield College are expected to read and click to confirm that they have read the Safer Working Practice Document and the Staff Code of Conduct, together with KCSiE (2023) Part 1 and Annex A/B as a minimum; Governors are asked to confirm that they have read parts 1 & 2 as a minimum. When each staff member has read the documents, this is recorded via the Every system. It is expected that all staff will take their responsibilities to the students very seriously whilst also taking care to protect themselves from any situation where they could be accused of impropriety, particularly in terms of their online profile or professional relationships with students.

19.7 Induction training in Child Protection is given by the DSLs, covering the changes in Keeping Children Safe in Education (2023) and Prevent. Staff and Governors are also asked to complete online Prevent or Channel training relevant to their role via Prevent duty training - GOV.UK (www.gov.uk). Training is delivered to all staff (including new staff) on a regular basis through the year in the form of updates in Staff INSET sessions and briefings, emails, and the fortnightly safeguarding quiz.

19.8 Whilst the Data Protection laws of GDPR (2018) place duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about information sharing cannot be allowed to stand in the way of the need to promote the welfare and safety of children. 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' Keeping Children Safe in Education (2023), paragraph 119, "understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. 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. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk."

19.9 In certain circumstances a particular member of staff may have to act as a lead professional in undertaking an early help assessment, and as a result should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children's Act 1989 that may follow a referral, along with the role they may be expected to play in such assessments.

19.10 If staff members are unsure, they should always speak to the DSL, or in exceptional circumstances contact the relevant children's social care line, depending on the county in which the child lives. Contact details for Surrey, Kent and Sussex Children's Social Care helplines are available on p4 of this document and are also detailed in the Safeguarding Summary that is on the noticeboard in the staff room and forms part of the information available in the School's online Staff Handbook.

19.11 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Guidance for Safer Working Practice for Adults Working with Children in Educational Settings gives practical and particularly helpful advice on ways in which adults who work with children can avoid unwittingly getting into trouble in their dealings with the pupils in their care.

19.12 All Staff should be aware of the School's Behaviour Management policy, which is available in the online Staff Handbook. Expectations about staff conduct and good practice, including safe use of mobile phones by staff and volunteers, is included in the Staff Code of Conduct which is updated at least annually. Additionally the Human Resources team, as part of the recruitment process, will inform all shortlisted candidates that online searches will be done as part of due diligence checks (KCSiE 2023 para 221).

19.13 Staff who work with children on an individual basis (for sport, drama, dance, music, or extra academic support) can be more vulnerable to allegations or complaints. The DfE document Guidance for Safer Working Practice for Adults Working with Children in Educational Settings states *'Arranging to meet with pupils from the school away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil, and their parents / carers.' (p.19).* Further advice on one-to-one working is given in the Staff Code of Conduct which is updated annually.

19.14 On a practical level, the document advises staff to ensure that they work in a room with the door open and/or keep the window in the classroom door unblocked and avoid using signs on the door that say 'Engaged', as such signs may create an opportunity for secrecy.

19.15 Staff should always report a situation where a pupil gets distressed or angry.

20.0 STAFF WHISTLEBLOWING

20.1 It is the duty of all staff and volunteers to raise concerns about poor or unsafe practice and any potential failures in the management of the school's Safeguarding systems. Such details (potentially including queries about the attitude or actions of colleagues- low level concerns) will be taken seriously by the Senior Leadership Team.

20.2 Staff may report directly to the appropriate authorities (and are required to do so) if they think that insufficient action has been taken.

20.3 The relevant contact numbers are available on p4 of this document, and are also displayed on staffroom noticeboards, together with a copy of the school's Whistleblowing Policy.

20.4 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: see the DfE guidance available at this link: https://www.gov.uk/whistleblowing

20.5 If it becomes necessary to consult more widely outside the School, members of staff should speak to the Surrey Designated Officer in the first instance.

21.0 SAFEGUARDING RESPONSIBILITIES WITHIN THE WIDER COMMUNITY

21.1 In terms of clarifying the school's safeguarding procedures, there is a booklet in the Prep School office that is given to volunteers helping on trips or working at the school, while Senior pupils who hold specific positions of responsibility (such as Peer Mentors) have child protection awareness training, updated by a DSL or DDSL as appropriate, to develop an understanding of the signs and indicators of abuse

21.2 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy on the school website

21.3 The School Lettings Contract specifies that all the staff employed by the contractor must have DBS and barred list checks if working with children or vulnerable adults. It is also a condition of the contract that they have a Safeguarding and Child Protection Policy and Procedures and that this must be seen by us when they sign the contract and annually when the contract is renewed.

21.4 The School ensures that child protection-type concerns or allegations against adults working in the school are referred immediately to the Designated Officer (LADO)[4] for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)[5] and the Teaching Regulation Agency (TRA) for consideration for barring, following resignation, dismissal, or when Lingfield College ceases to use their service as a result of a substantiated allegation.

21.5 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads and Deputy DSLs are clearly advertised in the School.

PART 5: DISCLOSURES OF ABUSE & THE REFERRAL PROCESS

22.0 WHAT TO DO IF SOMEONE DISCLOSES ABUSE

22.1 A child is likely to disclose to someone they trust, and this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that they have placed them in a position of trust and reassures the child that they have done the right thing by coming to tell them.

22.2 As a first priority, a member of staff must ensure that they listen to the person making the disclosure without stopping, interrupting, or prompting them, and remaining non-judgemental. They should avoid asking leading questions, but instead ask open ones, such as 'What happened next?' or 'When did this happen?'

22.3 It is crucial to establish a genuine concern for the child's welfare and that it will be necessary to pass any information to the relevant authorities

22.4 All staff must be aware that they cannot promise to keep secrets which might compromise a child's safety or well-being. As it is possible that a concern will need to be shared further, for example with the DSL and/or Children's Services

22.5 Any information given will be recorded in writing at the time or as soon after as possible, and action will be taken. KCSiE (2023) states that *'Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report, especially if a second member of staff is present….Either way, it is essential that a written record is made.'* ***(KCSiE 2023 p113)***

22.6 Care must be taken to record the timing, setting and the personnel present, as well as what was said in the person's 'actual' words. The member of staff should only record the facts as the child presents them – notes should not reflect the personal opinion of the note taker. Such notes could become part of a statutory assessment by Children's Social Care and/or part of a criminal investigation.

22.7 In cases where there is an online element such as sexting, specific advice must be followed:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.

- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

22.8 Further advice on this can be found in the D of E documents Sharing Nudes and Searching, screening and confiscation

22.9 Staff should complete a referral on CPOMS and submit it, and in addition give the DSL any contemporaneous notes which can be scanned onto the relevant pupil's page as evidence.

22.10 The written record is maintained securely by the DSL, who then contacts the Headmaster and any relevant agencies (Children's Services, Police etc)

22.11 Necessary urgent action with regard to injury will be taken.

22.12 The same procedure applies to abuse by one or more pupils against another pupil (child-on-child abuse). Investigation of cases will then be left to the Social Services Department or other appropriate agencies such as the Police.

22.13 If a child's situation does not appear to be improving after a referral, the DSL or member of staff who made the referral should press for the case to be reconsidered to ensure that their concerns have been addressed and the child's situation improves.

22.14 Staff who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation particularly stressful and upsetting. The School aims to support staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support from the School Counsellor or external agencies where appropriate.

23.0 CONCERNS ABOUT A CHILD

23.1 If there are concerns about a child (e.g. if he/she is suspected of suffering significant harm or is likely to suffer significant harm such as physical injury, emotional abuse, sexual abuse, neglect, or failure to thrive), colleagues should discuss the issue with the DSL, who may make the decision to refer the matter to children's social care (and if appropriate police), implement early help strategies or support the child in other ways. If Early Help or other support is deemed appropriate, the case must be kept under constant review, and consideration must be given to a referral to children's social care if the situation does not appear to be improving.

23.2 Anyone can make a referral, and if for any reason a member of staff feels that a referral is appropriate, but one has not been made, then they should consider making one themselves.

23.3 Referral of a child at risk of significant harm could lead to inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and 'Team around the Child/Family' (TAC/TAF) approaches. TAC/TAF meetings are arranged through the relevant Children's Services through liaisons with the different agencies involved in a particular case and can be hosted at the school by the DSL

23.4 The child (subject to their age and understanding) and the parents will be told that a referral is being made unless the child is considered to be at risk. We will always try to gain parents support and consent to make a referral unless the child in considered to be at risk. In this instance, there would be no attempt by the school to contact the parents before informing the Children's Services Social Care Team, and the School would not work with the family to the point of excluding the Social Care Team.

23.5 The School does not require parental consent before reporting allegations to the Designated Officer (LADO). Parents will be informed of the situation as long as this does not pose a risk to the child.

24.0 ALLEGATIONS AGAINST A MEMBER OF STAFF

24.1 A pupil may make an allegation against a member of staff, the DSL, the Headmaster, or volunteers. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headmaster.

24.2 Issues about the Headmaster himself should be raised with the Chair of Governors through the HR Manager, Cathryn Marsden at marsdenc@lingfieldcollege.co.uk without informing the Headmaster.

24.3 The headteacher will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below section 25). Please see separate Low Levels Concern Policy.

24.4 Should the allegation relate to a supply member of staff provided by an agency, the agency will be fully involved.

24.5 When deciding to make a referral, following an allegation or suspicion of abuse or other serious concerns about a member of staff, the Headmaster and DSL will not make their own decision over what might appear to be a borderline case, but rather will discuss their doubts and concerns with the Designated Officer within one working day of the concern being raised.

24.5 The discussion with the Designated Officer would include the nature, content and context of the allegation, and an agreement on a suitable course of action, including any potential police involvement and communication with the child and parents. All discussions would be recorded in writing and any communication with both the individual of the parent/child/children agreed GDPR cannot be allowed to stand in the way of safeguarding children.

24.6 This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation.

24.7 Should referral to the Social Care Team be necessary, the school's relationship with the parents of the young person(s) involved will need very sensitive handling. The DSL has responsibility for having ongoing contact with the parents.

24.8 The Designated Officer (formerly known as the LADO) will confirm the referral in writing within 24 hours and will include a copy of the notes of the discussion with the child/person.

24.9 If a crime may have been committed, the matter should be reported to the police by the school.

24.10 The school will not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

24.11 If general advice from Surrey Early Years is required, the Prep School DSL will telephone The Designated Officer (see contact list).

24.12 In the case of EYFS, Ofsted will be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises or elsewhere, or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations. The Surrey LADO will be informed within 24 hours. ISI must be told as soon as is reasonably practicable, but at the latest within 14 days.

24.13 Any records of allegations against staff (includes internal employees and external individuals) should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

25.0 LOW-LEVEL CONCERNS

25.1 Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the member of staff has acted in a way that is inconsistent with the Staff Safe Working Practice Agreement, including inappropriate conduct outside of work. Examples of low-level concerns include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Please see separate Reporting Low Level Concerns Policy

26.0 SUSPENSION OF A MEMBER OF STAFF

26.1 Since 2012, there have been restrictions on the reporting or publishing of allegations against teachers, and the School aims to ensure that confidentiality is ensured, and publicity is avoided. Such restrictions remain in place until the accused person is charged with an offence or information about the investigation or disciplinary hearing result is published by the Secretary of State, DfE or TRA.

26.2 Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the Designated Officer, HR Manager, as well as KCSiE and Working Together to Safeguard Children documents when making a decision.

26.3 A decision to suspend the Headmaster will be made by the Chair of Governors with advice of the Designated Officer and Head of HR.

26.4 Lingfield College has a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

26.5 The Governing Body is required to ensure that any member of staff against whom the allegations have been made are reported to the DBS within one month of leaving the school (whether employed, contracted, a volunteer or student) should their services no longer be required because he or she is considered unsuitable to work with children. The Head of Organisational Development will inform the DBS at the Department of Education and the Independent School Inspectorate.

26.6 A referral will be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: *'unacceptable professional conduct', 'conduct that may bring the profession into disrepute'* or *'a conviction, at any time, for a relevant offence'.*

26.7 Inform OFSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. ISI will be informed as soon as it is reasonably practicable, but at least within 14 days.

26.8 The School is aware that a failure to make a report to the DBS constitutes an offence.

26.9 Part 4 of KCSiE (2023) gives extensive details of the legal processes that schools are expected to follow in cases where an allegation of abuse has been made against teachers and other staff.

26.10 Records concerning allegations of abuse must be preserved for the term of the independent enquiry into child sexual abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

PART 6: SPECIFIC SAFEGUARDING ISSUES

27.0 PHYSICAL CONTACT

27.1 The DfE document Guidance for Safer Working Practice for Adults Working with Children in Educational Settings offers valuable advice on balancing the value of some degree of physical contact with students with a member of staff's need to maintain professional distance:

'…Staff should:

- Be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- Never touch a pupil in a way which may be considered indecent
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny
- Never indulge in horseplay or fun fights
- Always allow / encourage pupils, where able, to undertake self-care tasks independently
- Ensure the way they offer comfort to a distressed pupil is age-appropriate
- Always tell a colleague when and how they offered comfort to a distressed pupil
- Establish the preferences of pupils
- Consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- Always explain to the pupil the reason why contact is necessary and what form that contact will take
- Report and record situations which may give rise to concern
- Be aware of cultural or religious views about touching, and be sensitive to issues of gender…'

***'Guidance for Safer Working Practice for Adults working with Children'* p.12**

27.2 At times there may be valid reasons why a member of staff might need to use reasonable force (i.e. a degree of physical contact designed to control or restrain) to safeguard a child. This can range from guiding a child to safety to breaking up a fight. KCSiE (2023 Part 2 p42) defines 'reasonable' as *'using no more force than is needed'* and might include either passive physical contact (standing between pupils) or active contact such as leading a child by the arm out of a classroom.

27.3 The DfE maintains that having a policy of 'no contact' within a school can leave staff unable to fully support and protect their pupils, and instead recommends approaches that make judicious use of appropriate physical contact. 'The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.' (KCSiE (2023 Part 2 p42)

27.4 The School requires staff to take extra care when using reasonable force with students with SEND difficulties or medical conditions, and should recognise their additional vulnerabilities. They should also be mindful of the protected characteristics detailed in the Equality Act 2010.

27.5 Staff are advised to be proactive and plan appropriate behaviour support for more susceptible children, where necessary agreeing them with parents and carers to reduce the need to use reasonable force.

28.0 ANTI-BULLYING

28.1 The Lingfield College policy on Anti-bullying & Cyberbullying is set out in a separate document and acknowledges that when it has found out that bullying has taken place may lead to consideration under child protection procedures. This includes all forms e.g. online, racist, homophobic, and gender-related bullying.

28.2 A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'.

28.3 The DSL keeps a record of known bullying incidents and discusses them on a termly basis with the Safeguarding Governor and the Chair of Governors

28.4 All staff are aware that children with SEND and/or differences/perceived differences are more vulnerable to being bullied/victims of child abuse.

(see Anti-bullying Policy and Cyberbullying Policy)

29.0 CHILD-ON-CHILD ABUSE

29.1 Child-on-child Abuse refers to a range of types of abuse perpetrated by a child on another child. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm and;

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

29.2 The school recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.

29.3 The school recognises that pupils with SEND are more susceptible to being victims of child-on-child abuse.

29.4 In the event of disclosures about pupil-on-pupil abuse, all the children involved, regardless of their role in the abuse, are treated as being 'at risk'.

29.5 In the case of such situations arising the schools Anti-Bullying policy takes effect.

29.6 All potential allegations of child-on-child abuse should be reported to the Deputy Head Pastoral (Senior School) or the Head of the Prep School who will conduct a full investigation which will involve interviewing all children/staff involved, recording their accounts, and writing a report which will be recorded on CPOMS and also the Incident Log.

29.7 Each case will be approached on an individual basis and the outcome determined by the severity of the case.

29.8 Irrespective of the seriousness parents of all parties will be notified and involved.

29.9 Any serious or criminal allegation should be referred to local agencies and the Police. It is also the case that a bullying incident may be treated as a child protection incident where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In these situations, the DSL should be informed at the earliest possible opportunity.

29.10 If an act appears to have been inappropriate, there will be a need for some form of behaviour management or intervention: The School's Behaviour Management Policy includes the following points: 'Students found engaged in any form of intimate sexual activity must expect to face possible exclusion from the School. Public and private displays of affection are not allowed'.

30.0 PROCEDURES TO MINIMISE THE RISK OF CHILD-ON-CHILD ABUSE

30.1 All members Lingfield College community know and understand the acronym TAG and RAG. TAG is from the perspective of the victim and RAG is from the bystander's viewpoint:

- **T**ell the person they are upsetting you, doing something you don't like or want done
- **A**sk them to stop
- **G**et help from a trusted adult or person
- **R**ecognise someone else is the subject of harm
- **A**sk them if they are OK and ask the person to stop it
- **G**et help from a trusted adult or person
- At the start of the year all pupils will be introduced/reminded of this and told who their trusted adult could be (tutor, class teacher, subject teacher, DSLs, welfare officer, counsellor, office staff etc). The DSL will also explain to all pupils that any concerns they raise will be taken seriously and dealt with promptly

- There are posters around the school to raise awareness and encourage children to use the TAG/RAG approach. This will also be reinforced through the Anti-bullying Ambassadors.

30.2 We are aware that risks of harm can be compounded where children who are LGBT lack a trusted adult with whom they can be open. In the Senior School we have SAGA (Sexuality and Gender Alliance) which is run by the Equality Diversity and Inclusion Lead (EDI). This is a safe space where children can speak out or share their concerns with the EDI lead. In the Senior School we also have Diversity Champions which are shown on posters around the school and at an annual assembly. These champions welcome conversations with children who are struggling with any aspect of a protected characteristic.

30.3 Senior School students will also be made aware at the start of every academic year of the Online Worry Box on Firefly (https://lingfieldcollege.fireflycloud.net/safeguarding). This can be used to report any concern anonymously about themselves or anyone else in the school community.

30.4 Prep pupils have a 'Discussion box' per class cited where they children agree is suitable for them. They can leave concerns there and the teacher will regularly check and work through, either as a class or individually.

There is also a reporting button on Firefly for children to use as another way of contacting teachers.

30.5 All staff will reinforce that child-on-child abuse should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. The School has a zero tolerance approach to abuse and all disclosures will be taken seriously.

30.6 Our close community, excellent knowledge of each individual pupil and our proactive pastoral teams are well placed to spot this form of behaviour and raise awareness before the situation escalates. However, we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

30.7 In the Senior School as part of statutory relationships, sex, and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum, based on the PSHE Association's programme of study. Our schemes of work build on prior knowledge, with the importance of healthy relationships developed during earlier years and a focus on specific aspects – including teen relationship violence, sexual exploitation, coercion, and consent– at an appropriate stage.

30.8 In the Senior School we have Anti-bullying Ambassadors who have received specialist training from The Diana Award to understand what bullying is and to recognise when peers are being bullied; encourage their peers to be an upstander and stand up to bullies; support a peer who may be experiencing bullying behaviour and to devise and deliver a whole school Anti-bullying Campaign.

30.9 During the termly focus groups held for all Year groups the DSL and Head of Year ask the students about child-on-child abuse, whether it happens, where it happens and why it happens.

30.10 Student questionnaires will always include questions on bullying and child-on-child abuse.

30.11 In the Prep School we provide lessons during PSHE and during wellbeing afternoons. We also have Anti-bullying Ambassadors who have received specialist training from the Diana award.

31.0 CHILD-ON-CHILD ABUSE: HOW ALL INVOLVED PARTIES WILL BE SUPPORTED

31.1 Both the victim, alleged perpetrator and any other children affected will be supported by a designated member of staff. Their role is to regularly check in on the child and review their wellbeing. They will also liaise with parents to monitor how they are coping in school and at home.

31.2 In the Senior School the victim, alleged perpetrator and any other child affected will be offered specialist support from the welfare officer or school counsellor or an outside agency.

31.3 The victim will always be given the option of moving classes/ form group/teaching group away from the perpetrator. We will also consider where and when they will come across each other out of lesson time and have a plan to minimise any contact.

31.4 In the Senior School the Head of Year will monitor the situation carefully and report this to the DSL.

32.0 CHILD-ON-CHILD SEXUAL ABUSE

32.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE 2023), all staff are advised to maintain an attitude of 'it could happen here'.

32.2 Staff should be aware of and act appropriately to all reports and concerns including those outside school and online.

32.3 Staff must make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; all concerns must be acted on.

32.4 Not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff must always act on abuse that they witness or is reported to them. And staff also need to recognise that such abuse could still be taking place whilst not being reported, so should be aware to the possibility.

32.5 Staff should understand that all the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

32.6 Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

32.7 Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (or deputy) and the special educational needs co-ordinators (SENCOs)

32.8 Children who are lesbian, gay, bi, or trans (LGBT+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as susceptible as children who identify as LGBT+.

32.9 Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

32.10 Responding to reports of sexual violence or harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Ultimately any decisions will be made on a case-by-case basis, and if there is cause to believe that a child is at risk of serious harm, then any such abuse will involve taking advice from external agencies such as Children's Services and the Police. The DSL will take a leading role in all cases and another member of staff will be present when the children involved are interviewed.

32.11 The process for responding to a report of child sexual violence is the same as that *'What to do if Someone Discloses Abuse'* on p.21 of this document but the DSL should also consider the following:

- Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.
- The school should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.
- The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes are to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the DSL, who should consider the following:
- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

32.12 Ultimately, the DSL (or DDSL) will have to balance the victim's wishes against their duty to protect the victim and other children.

32.13 If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

32.14 It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

32.15 The starting point of any report will always be that sexual violence and harassment is unacceptable and will not be tolerated at the school. It is crucial that staff do not pass off allegations of sexual violence as 'banter', 'part of growing up' or 'having a laugh'.

32.16 Further example of Sexual Harassment can include:

- Sexual comments, jokes, stories; lewd comments; remarks about clothes & appearance; sexualised name-calling
- Sexual 'jokes' and taunting
- Physical behaviour such as deliberately brushing against someone or interfering with their clothes
- Displaying images of a sexual nature
- Online sexual harassment, such as sharing sexual images and videos; sexualised online bullying; unwanted sexual comments including on social media
- Sexual exploitation: coercion and threats

32.17 The DSL will need to make an immediate risk and needs assessment, working on a case-by-case basis to consider the needs of both the victim(s) and the alleged perpetrator(s) as well as the other students and staff (where appropriate) and will decide on the measures to put in place to support all parties. This assessment will be kept under review. The wishes of the victim will be carefully considered in terms of how they wish to proceed, and all staff should act in the best interests of the child.

32.18 In order to determine the nature of the incident more fully, the following factors should be given consideration:

- **Equality:** consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies
- **Coercion:** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.
- **Consent:** agreement including all the following:
- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

32.19 Depending on the individual case, it may be managed in a range of ways as detailed in Part 5 of *Keeping Children Safe in Education 2023*

- Managed internally
- Early Help
- Referral to Children's Social Care
- Report to Police

32.20 The School will not wait for either the start or the outcome of a police investigation before acting to protect the victim, alleged perpetrator and other children at the school.

32.21 The alleged perpetrator should be removed from any classes that they share with the victim, and part of the DSL's risk assessment should include arrangements for keeping the victim and alleged perpetrator apart on school premises and transport (where relevant). These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

32.22 The DSL and the senior team working on the case will bear in mind that the victim may not disclose the whole picture immediately but may instead be more comfortable providing information piecemeal. Because of this, it is essential to maintain good communication throughout the process and to provide ongoing support. A trusted adult of the victim's choosing (such as their Head of Year) will be allocated to them to talk about their needs.

32.23 A victim of sexual violence is likely to be traumatised and may struggle in a normal classroom environment. Where appropriate, the school can provide individual counselling and/or a reduced timetable if the victim finds it difficult to attend school full-time; the school will to everything reasonably possible to support the victim, particularly in the case of repercussions from making the disclosure. If the victim decides to move to another school, the DSL will inform the new setting of the situation so that appropriate support can be put in place before his/her arrival.

32.24 In terms of supporting the alleged perpetrator, their age and developmental stage will be considered when deciding on a particular strategy, together with the risk they pose to the victim and other pupils at the school.

32.25 Any child is likely to experience stress as a result of being the subject of allegations and/or negative reactions by peers; harmful sexual behaviour in children may be a symptom of either their own abuse or exposure to abusive practices or materials. Advice will be taken as appropriate from Children's Services, specialist sexual violence services and the Police.

32.26 If the alleged perpetrator moves to another school, the DSL will tell her counterpart at the new setting about ongoing support needs and, where appropriate, potential risks to other children and staff

32.27 When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, for example the time and location of the incident should be considered and what actions can be taken to make the location safer.
- Intrafamilial harm should also be considered, for example have any siblings of the victim been affected and what support do they need

32.28 Risk assessments will be recorded (written or electronic) and kept under review. At all times, we will be actively considering the risks posed to all our pupils and put adequate measures in place to protect them and keep them safe.

32.29 The DSL (or DDSL) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's approach to supporting and protecting our pupils and updating our own risk assessment.

32.30 Further details on managing cases of child sexual violence and harassment can be found in the DfE document Sexual Violence and Sexual Harassment between Children in Schools and Colleges. Information and advice is also available in the Sussex document Working with Sexually Active Young People. Assessment, Consultation and Therapy (ACT). The ACT Team can also assist professionals in identifying sexual behaviour of concern in children and adolescents, contact act@surreycc.gov.uk or call 01483 519606.

33.0 SEXUAL VIOLENCE

33.1 We are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

33.2 Rape

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

33.3 Assault by Penetration

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

33.4 Sexual Assault

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

33.5 Causing someone to engage in sexual activity without consent

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

33.6 Definition of Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he/they agree by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Advice about consent from Rape Crisis

33.7 Sexual consent

- the age of consent is 16;
- sexual intercourse without consent is rape.

34.0 SEXUAL HARRASSMENT

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nude and semi-nude images and videos. Taking and sharing nude photographs of under 18s is a criminal offence. More information is available here Sharing nudes and semi-nudes
- sharing of unwanted explicit content;
- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

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

35.0 HARMFUL SEXUAL BEHAVIOUR

35.1 Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

35.2 A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this policy. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

35.3 When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. The DSL will seek specialist support in cases of HSB.

36.0 SERIOUS VIOLENCE

36.1 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

36.2 These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

36.3 Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

36.4 All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

37.0 RACIST INCIDENTS

37.1 The School policy on racist incidents is set out in the Equal Opportunities and Racial Equality Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures

37.2 The DSL keeps a record of racist incidents n the Central Incident Log and discusses them on a termly basis with the Safeguarding Governor and the Chair of Governors.

38.0 RADICALISATION AND EXTREMISM

38.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people, and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise susceptible children and young people to hold extreme views including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

38.2 School Values:

- Lingfield College values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society
- Both students and teachers have the right to speak freely and voice their opinions
- However, freedom comes with responsibility and any form of free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued

- Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion

38.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Lingfield College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

38.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 4**

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

38.6 The school Governors, the Headmaster and the DSL regularly assess the level of risk within the school and have put actions in place to reduce that risk. Risk assessments include: the use of school premises by external agencies, a suitably robust anti-bullying policy and equal opportunities & racial equality policy, choice of outside speakers and other issues specific to the school's profile, community, and philosophy. We recognise that technology is also carries risks there filtering and monitoring is very important. Should there be any allegations be made against an individual, from an external organisation who has been using the School premises, the DSL will follow the safeguarding policies and procedures, including informing the local authority designated officer.

38.7 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headmaster and/or the DSL. They should then follow normal safeguarding procedures.

38.8 If the matter is urgent then Surrey Police must be contacted by dialling 999.

38.9 In non-urgent cases where police advice is sought then dial 101 or contact Claire McDonald who is the Prevent Supervisor for Surrey on 01483 632982 (preventreferrals@surrey.pnn.police.uk)

38.10 The Department of Education has also set up a dedicated telephone helpline for staff and Governors to raise concerns around Prevent: (0207 340 7264) together with the email address: counter-extremism@education.gsi.gov.uk

38.11 Numerous factors can contribute to and influence the behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship, or drug/alcohol issues.

38.12 Support for students who have been affected by extremism and radicalisation depends on the specific situation that the pupil is in, in terms of family and domestic arrangements, physical and educational needs, social factors and health considerations. The School, working with other agencies, aims to identify the most appropriate type of referral, which could include the Channel Programme or Children's Social Care.

39.0 MENTAL HEALTH

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

39.2 School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

39.3 Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL by logging their concern on CPOMS.

39.4 We will consider making a referral to Children's Services about any child who expresses suicidal ideation depending on the level of risk.

39.5 Mental Health is covered in more detail on our Mental Health Policy

40.0 MONITORING AND EVALUATION

40.1 The Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SMT learning walks and discussions with children and staff
- Scrutiny of attendance data
- Scrutiny of a range of Risk Assessments including online filtering
- Scrutiny of Governors' Meeting minutes
- Logs of bullying / racist / behaviour incidents that are regularly monitored by the DSL Review of parental concerns & complaints
- Analysis of feedback from parent and pupil questionnaires, Headmaster's forums, and pupil forums

40.2 Evidence from these sources may be used in termly reviews to the Governing Body.

41.0 RELATED POLICIES

This Safeguarding and Child Protection policy also links to our policies on:

- Anti-bullying & Cyberbullying LP-PW-003
- Attendance & Registers LP-MW-002
- Behaviour Management LP-PP-005 (Prep) / LP-PS-006 (Senior)
- Complaints LP-MW-023
- Data Protection LP-MW-014
- Educational Visits LP-CW-009
- Equality, Diversity and Equality LP-PW-011
- E-Safety LP-PP-012 (Prep) / LP-PS-013 (Senior)
- Health & Safety LP-HW-001
- Illegal Substances Misuse LP-PP-018 (Prep)
- Drugs and Substance Misuse LP-PS-017 (Senior)
- Intimate Care and Nappy Changing LP-PP-019 (Prep)
- Intimate Care LP-PS-020 (Senior)
- Medical Conditions LP-PP-021 (Prep) / LP-PS-027 (Senior)

- Mental Health and Wellbeing LP-PW-023
- Missing Child LP-PP-024 (Prep) / LP-PS-025 (Senior)
- PSHE TP-PP-028 (Prep) / TP-PS-027 (Senior)
- Pupil Welfare Risk Assessment LP-PW-046
- Safer Staff Recruitment LP-RW-007
- Relationship & Sex Education LP-CP-031 (Prep) / LP-PS-030 (Senior)
- Staff Code of Conduct LP-RW-008
- Curriculum TP-CP-006 (Prep) / LP-CS-007 (Senior)
- Mobile phone (electronic devices) LP-PW-039
- Whistleblowing LP-MW-007

42.0 FURTHER INFORMATION ON CHILD PROTECTION

Key Documents and links:

- Prevent Duty 2015
- NSPCC: Report Abuse think u know
- Anti-Bullying Alliance
- UK Safer Internet Centre
- Harmful online challenges and online hoaxes (Feb 2021)
- Children and Families Act 2014
- Keeping children safe in education 2023 (publishing.service.gov.uk)
- Sharing nudes and semi-nudes (Dec 2020)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Working Together To Safeguard Children
- Keeping Children Safe During Community Activities, After School Clubs and Tuition (April 2022)

Last reviewed August 2023

Next review due August 2024

APPENDIX I

INDICATORS OF ABUSE & NEGLECT

1.0 CATEGORIES OF ABUSE

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

2.0 SIGNS OF ABUSE IN CHILDREN

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

3.0 RISK INDICATORS

3.1 The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but they;

- Must be regarded as indicators of the possibility of significant harm
- Justify the need for careful assessment and discussion with the DSL
- May require consultation with and / or referral to Children's Services

3.2 The absence of such indicators does not mean that abuse or neglect has not occurred.

3.3 In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

3.4 The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household

3.5 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. We acknowledge that additional barriers can exist when recognising abuse and neglect in this group of children, these can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges
- These children are closely monitored by the tutor and SENDCO and in some cases a mentor is provided to encourage communication and early intervention.

4.0 PHYSICAL ABUSE

4.1 'Keeping Children Safe in Education 2023' Part 1 p10 defines Physical Abuse as '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.'

4.2 Indicators of Physical Abuse

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

5.0 BRUISING

5.1 Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe(s) indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

5.2 In the Early Years Department staff have due regard to the leaflet – *'Bruising in Children who are not Independently Mobile'* (Surrey Safeguarding Children's Board)

6.0 BITE MARKS

6.1 Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent-shaped.

6.2 Those over 3 cm in diameter are more likely to have been caused by an adult or older child

6.3 A medical opinion should be sought where there is any doubt over the origin of the bite

7.0 BURNS & SCALDS

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

8.0 FRACTURES

Fractures may cause pain, swelling and discolouration over a bone or joint. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

9.0 SCARS

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

10.0 EMOTIONAL ABUSE

10.1 Emotional abuse is described as 'The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development' (KCSiE 2023 p10)

10.2 Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

10.3 The indicators of emotional abuse are often also associated with other forms of abuse, and may include:

- Conveying to a child that they are worthless or unloved, inadequate, a mistake or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or making fun of what of what they say or how they communicate
- Age or developmentally inappropriate expectations imposed on children, such as interactions that are beyond a child's developmental capability
- Overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interactions
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

10.4 Indicators of Emotional Abuse

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non-attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- 'Frozen watchfulness', particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – child has difficulty relating to others

11.0 NEGLECT

11.1 Evidence of neglect is built up over a period of time and can cover different aspects of parenting. It is defined as '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.' (KCSiE 2023 p11)

11.2 Forms of neglect

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, shelter, warmth, hygiene and medical care
- Exclusion from home or abandonment
- Failure to protect a child from physical and emotional harm and danger
- Lack of adequate supervision (including the use of inadequate care-givers)
- Failure to ensure access to appropriate medical care or treatment
- Neglect of, or unresponsiveness to, a child's basic emotional needs

11.3 Indicators of Neglect

- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

12.0 SEXUAL ABUSE

12.1 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

12.2 Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

12.3 Sexual abuse may include:

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

12.4 Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is now a criminal offence.

12.5 Indicators of Sexual Abuse

- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual / inappropriate or excessive masturbation
- Self-harm (including eating disorders), self-harm and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Mood swings

APPENDIX 2

SUSCEPTIBLE CHILDREN

1.0 CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

1.1 **Child sexual exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

1.2 Indicators of child sexual exploitation may include:

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

1.3 Potential vulnerabilities include:

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

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

1.4 More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

1.5 The definition of **Child Criminal Exploitation (CCE)**, which can be found on KCSiE (2023) page 142, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. It can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

1.6 Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

2.0 COUNTY LINES

2.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

2.2 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

2.3 Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

(See KCSiE (2023) page 143)

3.0 CHILDREN ABSENTAND/OR MISSING FROM EDUCATION

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

3.2 As indicated in Keeping Children Safe in Education, *"Children missing education can act as a vital warning sign of a range of safeguarding possibilities'.* This may include abuse and neglect (potentially sexual abuse or child criminal exploitation). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or child marriage. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of the child going missing in future. We recognised that that children who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.

3.3 School staff should follow the guidance of the Attendance and Registers Policy when dealing with children that are absent from school, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

3.4 The Attendance & Registers Policy gives details about acceptable levels of absence and when attendance starts to become a significant cause for concern:

3.5 '…If a pattern is emerging of more than 6% absence, the Head of Year, Deputy Head or Head of Prep School will contact parents to discuss the matter and record the outcome. If the problem continues the Head of Year/Head of Prep will send a letter to express concern and let them know that their attendance will be closely monitored. If the attendance still does not improve, the parents will be invited in for a meeting to discuss the situation and to establish ways of supporting the student so that he/she catches up with their work.

3.6 An attendance record of 90% constituted 'persistent absence' by law from September 2015; the case of any student with an attendance record of 85% may be referred by the Deputy Head (Pastoral) or the Head of the Prep School to the Educational Welfare Officer who visits on a termly basis and checks all attendance documentation.'

3.7 Lingfield College has both an admissions register and an attendance register. All pupils are placed on both registers, in accordance with Regulation 4 of the 2006 Education (Pupil Registration) (England) Regulations.

3.8 Schools are obliged to tell the Local Authority of any pupil who is deleted from the Admissions Register where they:

- Have been taken out of school by their parents and the school has received written notification from the parent that they are being educated outside the school system
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- Have been certified by a GP or medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order, and the Headmaster and Governors do not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded

3.9 All schools must inform the local authority of any pupil who are regularly absent or have missed 10 school days or more without permission and may be at risk of becoming 'children missing education'. The Nursery section is excluded from this guidance as children have varying sessions and attendance is non-compulsory. If a child does not attend a booked session, parents are contacted to ascertain cause of absence, if not already given.

3.10 If a child goes missing during the school day or on a school trip, staff should refer to the procedures detailed in the Missing Child Policy, making every effort to find the child, maintain clear contact with parents and other agencies, and review school processes once the child has been found.

4.0 LOOKED-AFTER CHILDREN (LAC)

4.1 A 'Looked-After' Child is one who is subject to a care order (either an interim or a full care order), or who is voluntarily accommodated by the local authority.

4.2 The most common reason for children to be looked after by the Local Authority is as a result of abuse and/or neglect.

4.3 Appropriate staff (DSL, Head of Year or Tutor) should have all the relevant information required about:

- The child's looked after legal status (i.e. they are looked after under voluntary arrangements with the parents' consent, or are under an interim or full care order)
- The levels of authority delegated to the carer by the LA
- Details of the child's social worker
- The name of the Virtual School Head in the authority that looks after the child (a Virtual School Head is an officer employed by the local authority to promote the educational achievement of the child)

4.4 Any Looked-After Children in the school are supported by a designated teacher, whose aim is to promote and support their educational progress. This will usually be the DSLs who have this responsibility.

4.5 A previously Looked-After Child remains potentially vulnerable, and, where relevant, all staff will be supported to develop the skills, knowledge and understanding to keep him/her safe. In such a case the DSL and pastoral team would work closely with all agencies. The school recognises the need for prompt action to be taken when necessary to safeguard any LAC children, given their particular vulnerabilities.

5.0 CHILDREN STAYING WITH HOST FAMILIES

5.1 The School may make arrangements for pupils to have learning experiences where they are provided with care and accommodation by a host family to whom they are not related, such as part of a foreign exchange visit or a sports tour.

5.2 Where the School is the regulated activity provider and arranges accommodation for pupils, it requests enhanced DBS checks (including barred list information) to help determine the suitability of the arrangements. However, if parents make the arrangements themselves, then this becomes a private matter between the child's parents and the host parents, and in these circumstances the School will not be the regulated activity provider.

5.3 If the School makes arrangements for their children to stay with families overseas, the DBS cannot access criminal records held in that country, and host families cannot be checked in the same way that they can in the United Kingdom. The School makes arrangements with the partner schools abroad to ensure that similar assurances are undertaken prior to a visit. The School may decide to contact the relevant foreign embassy or High Commission to find out if similar checks can be carried out in that country.

5.4 If a member of staff becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL who should notify the local authority of the circumstances. The local authority will then check that the arrangement is suitable and safe for the child.

6.0 CHILDREN WHO HAVE A SOCIAL WORKER

6.1 We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

6.2 This may mean that they are more susceptible to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health.

6.3 We take these needs into account when making plans to support pupils who have a social worker.

6.4 Any child with a social worker will have a pupil welfare plan which will detail the support that they will get in school with suitable targets.

APPENDIX 3

ABUSE WITHIN THE FAMILY

1.0 DOMESTIC ABUSE

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse within personal relationships, as well as in the context of a child's home life.

1.1 In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

1.2 Definition of domestic abuse:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

1.3 Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and 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.

1.4 The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect

1.5 Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In some cases children may blame themselves for the abuse or may leave the family home as a result. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

1.6 We are part of Operation Encompass and both DSLs have been trained as Key Adults.

1.7 Operation Encompass helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (this is the DSL in both schools) before the child or children arrive at school the following day. This ensures that we have 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.

1.8 The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

1.9 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. 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.

(See KCSiE (2023) page 146)

2.0 INDICATORS OF POTENTIAL DOMESTIC ABUSE AS SHOWN BY THE CHILD

2.1 Children affected by domestic abuse reflect their distress in a variety of ways, although none are exclusive to this type of abuse:

- Change in behaviour
- Withdrawn
- Tired
- Bedwetting
- Exhibiting behavioural difficulties
- Reluctant to leave their house or to return home

2.2 If a family is affected by Domestic Abuse, members of staff should discuss their concerns with the DSL, who may decide to call the following helplines:

- Surrey Domestic Abuse Helpline on **01483 776822**
- East Surrey Domestic Abuse Services **01737 771350**

3.0 SO-CALLED HONOUR-BASED ABUSE (HBA)

3.1 So-called 'honour-based' abuse (HBA) 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 so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

3.2 Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

4.0 CHILD MARRIAGE

4.1 This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. It is illegal for anyone in the UK to be married before the age of 18.

4.2 Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

4.3 The School should never attempt to intervene directly or through a third party; instead, the DSL should call either the Contact Centre or the Forced Marriage Unit on **020 7008 0151**.

4.4 As with FGM there is the 'One Chance' rule. The school is obliged to take action **without delay** and make a referral to Children's Services.

5.0 FEMALE GENITAL MUTILATION (FGM)

5.1 'FGM comprises all procedures involving partial or total removal of external female genitalia or other injury to the female genital organs. It is illegal in the UK and constitutes a form of child abuse with long-lasting harmful consequences.' (KCSiE 2023 p.154)

5.2 FGM is internationally recognised as a violation of human rights of girls and women, and it is essential that staff are aware of certain practices and the need to look for signs, symptoms, and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

5.3 There is a specific **legal duty** on teachers to report any incident of FGM (whether planned or actual) to the Police and Children's Services immediately. By law, teachers who fail to report such cases will face disciplinary sanctions. The person who has the concern must be the one to contact the police and Children's Services.

5.4 Types of procedure

- Clitoridectomy - partial/total removal of clitoris
- Excision - partial/total removal of clitoris and labia minora
- Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

5.5 Beliefs underpinning FGM

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic

- Cosmetically desirable
- Makes childbirth easier

5.6 Circumstances and occurrences that may indicate that FGM may take place

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, and Eritrea, as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

5.7 Signs that may indicate a child has undergone FGM

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from their social group
- Reluctance to take part in physical activity
- Repeated urinary tract infections
- Disclosure

6.0 THE 'ONE CHANCE' RULE

6.1 As with Forced Marriage there is the 'One Chance' rule. The school is obliged to take action **without delay** and make a referral to Children's Services.

6.2 If staff have a concern regarding a girl that might be at risk of FGM, they should treat the situation as a safeguarding concern and follow the School's safeguarding procedures, discussing the issue with the DSL and liaising with police and children's social care immediately.

7.0 HOMELESSNESS

7.1 Being homeless or being at risk of becoming homeless present a real risk to a child's welfare. The DSLs are aware of the contact details and referral routes in the Local Housing authority so that they can raise concerns quickly where needed, together with a referral to Children's Social Care if a child is at risk of harm.

7.2 Indicators that a family may be at risk of homelessness may include a family being asked to leave a property or other such as:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour

APPENDIX 4

RADICALISATION

1.0 INDICATORS OF VULNERABILITY TO RADICALISATION

1.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Protecting children from the risk of radicalisation should be seen as part of the School's wider safeguarding duties, and is similar to protecting children from other forms of harm and abuse.

1.2 During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised.

1.3 Specified authorities, including all schools, are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have *'due regard to the need to prevent people from being drawn into terrorism'* (known as the 'Prevent Duty')

1.4 Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This involves:

- Being able to demonstrate a general understanding of the risk affecting children and young people in the area
- Showing a specific understanding of how to identify individual children who may be at risk of radicalisation and knowing what to do to support them
- Working with other agencies to support the child
- Attending INSET sessions on Prevent to learn about the School's responsibilities. The DSL undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation. All staff and governors are asked to do a Prevent online course and records of this are kept in the HR department.
- The School ensures that the internet filters are sufficiently robust to keep children safe from terrorist and extremist material when accessing the internet whilst at school

2.0 DEFINITIONS OF EXTREMISM & TERRORISM

2.1 Extremism is defined by the Government in the Prevent Strategy 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.' Also included are calls for the deaths of members of British armed forces, whether in this country or overseas. Further details can be found in the DfE guidance Prevent Duty 2015

2.2 The Crown Prosecution Service defines Terrorism as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence to further particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK

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

3.0 RADICALISATION

3.1 Pupils may become vulnerable to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

3.2 Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends, or the internet, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

3.3 The internet and social media in particular have become a major factor in the radicalisation of young people.

3.4 As with other safeguarding risks, staff should be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

4.0 INDICATORS OF VULNERABLITY TO RADICALISATION

4.1 The following are all indicators of vulnerability:

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

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

4.3 More critical risk factors could include:

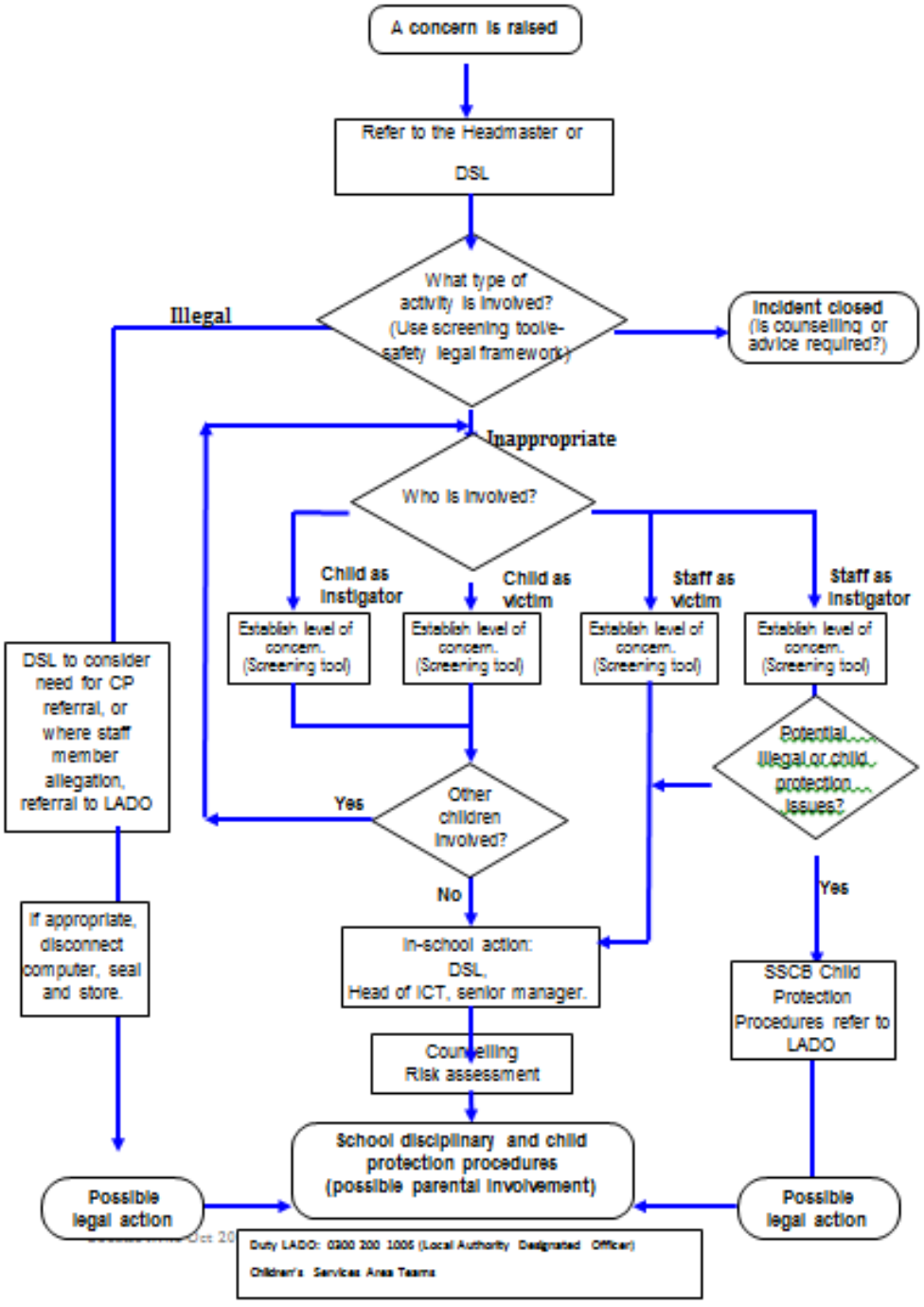
- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature

- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- A high level of social isolation resulting in issues of identity crisis and / or personal crisis

4.4 The Channel Programme is a government scheme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for agencies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

APPENDIX 5

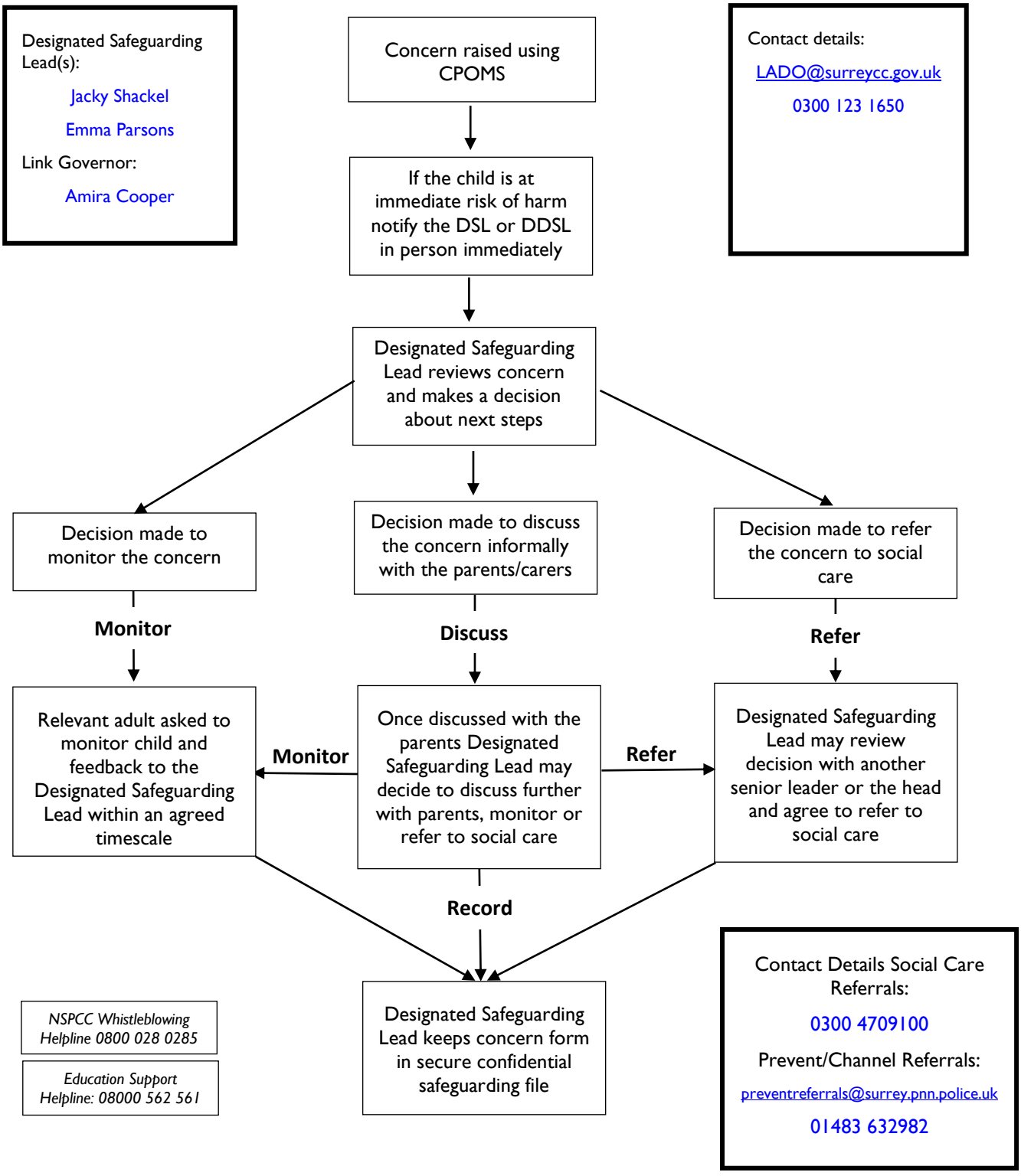
WHAT TO DO IF YOU HAVE AN E-SAFETY CONCERN



APPENDIX 6

HOW TO REPORT A SAFEGUARDING CONCERN

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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Job Description
Designated Safeguarding Lead

Summary of role:

- To take lead responsibility for all safeguarding and child protection matters arising at Lingfield College and to support all other staff in dealing with any child protection concerns that arise;
- To take responsibility for On-line safety and understanding the filtering and monitoring systems and processes in place across the school;
- To promote and safeguard the welfare of the children at the school;
- To ensure all staff understand the symptoms of child abuse and neglect and are aware of how to raise safeguarding concerns:
- To refer any concerns to the Local Authority Single Point of Access;
- To monitor the welfare and educational attainment of Children Looked After;
- To monitor children who are the subject of child protection plans; and
- To maintain accurate and secure child protection records.
- Be aware of pupils who have a social worker
- To help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and college leadership staff

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. Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead.

Main duties and responsibilities:

Manage referrals

- Refer cases of suspected abuse to Local Authority Single Point of Access;
- Support staff who make referrals to Local Authority Single Point of Access;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make a referral to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Headmaster to inform him of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- Assist the Governing body in fulfilling their responsibilities;

- As required, liaise with the case manager and designated officers at the local authority for child protection concerns which involve a staff member and have been passed to the Designated Officer);
- Review and write a safeguarding action plan annually,
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff;
- Carry out a biannual audit of safeguarding for the Local Education Authority;
- Provide reports to the governors, meet governors termly and attend safeguarding committee meetings.

Undertake training

- The Designated Safeguarding Lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years.
- The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise awareness

- The Designated Safeguarding Lead in liaison with the HR Department should ensure the school's policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;

- Ensure a safeguarding board is maintained in the staffroom with information for staff, including photos of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Organise child protection induction training and update training for all staff at least annually, ensuring they are aware of updates to KCSiE.

Child protection file

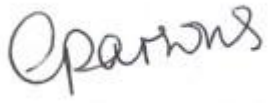
- Where a child leaves the school ensure their child protection file is transferred to the new school within 5 working days for an in-year transfer or within the first 5 days of the start of the new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. In addition to the child protection file, they should also consider if it would be appropriate to share any information with the new school in advance of the child leaving to enable the new school to have support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

- Out of hours concerns should be acted upon straightaway by contacting any of the Designated Safeguarding Leads or Deputy Designated Safeguarding Leads, or failing contact any of the members of the Senior Leadership Team.

- The Designated Safeguarding Lead will undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.



Signed: Jacky Shackel 10/08/23
Head of Prep School and DSL

Signed: Emma Parsons 10/08/23
Deputy Head Pastoral and DSL

Job Description
Deputy Designated Safeguarding Lead

Summary of role:

- To support Designated Safeguarding Leads in all safeguarding and child protection matters arising at Lingfield College and to support all other staff in dealing with any child protection concerns that arise;
- To promote and safeguard the welfare of the children at the school;
- To support Designated Safeguarding Leads in ensuring all staff understand the symptoms of child abuse and neglect and are aware of how to raise safeguarding concerns:
- To refer any concerns to the Local Authority Single Point of Access;
- To monitor children who are the subject of child protection plans; and
- To maintain accurate and secure child protection records.

Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead.

Main duties and responsibilities:

Manage referrals

- Support staff who make referrals to Local Authority Single Point of Access;
- Support staff who make a referral to the Channel programme;
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Assist the Governing body in fulfilling their responsibilities;
- As required, liaise with the case manager and designated officers at the local authority for child protection concerns which involve a staff member and have been passed to the Designated Officer);
- Work with Designated Safeguarding Leads to review and write a safeguarding action plan annually,
- Act as a source of support, advice and expertise for staff;
- Support the Designated Safeguarding Lead to carry out a biannual audit of safeguarding for the Local Education Authority;

- Meet governors termly and attend safeguarding committee meetings.

Undertake training

- The Deputy Designated Safeguarding Lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years.
- The Deputy Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise awareness

- Support the Designated Safeguarding Leads with child protection induction training and update training for all staff at least annually, ensuring they are aware of updates to KCSiE.

Availability

- During term time the Deputy Designated Safeguarding Lead should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Out of hours concerns should be acted upon straightaway by contacting any of the Designated Safeguarding Leads or Deputy Designated Safeguarding Leads, or failing contact any of the members of the Senior Leadership Team.

- The Deputy Designated Safeguarding Lead will undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.

Sue Sevier
SENDCO
Deputy DSL
10th August 2023

Tiffany Vickery
Nursery Manager
Early Years DSL
10th August 2023

Sharon Walton
Sixth Form Welfare Officer
Deputy DSL
10th August 2023

Hannah Redfern
Pastoral Support Officer
Deputy DSL
10th August 2023

Christina Hubbard
Director of Studies Lingfield Prep
Deputy DSL
10th August 2023

Karen Ovington
Deputy Nursery Manager
Deputy DSL
10th August 2023

Helen Roe
Key Stage 2 Leader
Deputy DSL
10th August 2023