Byfleet Primary School

Child Protection and Safeguarding Policy

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Signed	**Richard Bowman** Headteacher
Signed	**Joy Considine** Chair of Governors

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Policy Information

Byfleet Primary School has a duty to keep children safe. This includes how we protect children from experiencing harm and how we should respond when we suspect or confirm that a child is being harmed.

Children are at the centre of everything we do at Byfleet Primary School. We are committed to providing our children with a sense of belonging and an environment that is welcoming, safe, valuable and respectful. Adults in our school know that keeping children safe is everybody's responsibility and that all children, regardless of age, gender, culture, language, race, ability, sexual identity, religion or lack of religion have equal rights to protection and opportunities.

We aim to make sure that:

- The welfare of the child is paramount.
- All staff maintain an attitude of "It could happen here".
- We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.
- The school has a clear process in place, that is shared with and followed by all members of the school community, when there is a safeguarding concern.
- Our staff are well trained to recognise the signs of abuse, neglect and exploitation such that they understand what their responsibilities are and how they should respond when they identify a concern.
- We keep track of children known or thought to be at risk of harm.
- We communicate well with all those involved when there is a concern about a child, including parents/carers, other children, staff and agencies. This includes sharing information quickly and appropriately with external agencies, such as the police and children's services, to get children the support and help they need in good time.

KCSIE defines Safeguarding as the process for protecting children from harm and abuse, whether that is within or outside the home, as well as online. This includes:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home,
- including online.
- Preventing impairment of children's mental and physical health or development.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

Child Protection is a part of safeguarding and promoting welfare of children. It refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Early Help means support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse

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

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

Child looked after (CLA) used internally in Surrey County Council rather than looked after child (used in statutory guidance.

Parents refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers, adoptive parents and those adults caring for children with a Special Guardianship Order.

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

MAP refers to Surrey Multi-Agency Partnership
CSPA refers to Surrey Children's Single Point of Access and Children's Consultation Line
DSL where appropriate also refers to Deputy Designated Safeguarding Lead (DDSL)

The local safeguarding partnership has three partners:

1. Chief Executive of Surrey County Council (Children's Services)
2. Chief Executives of Surrey Heartlands and Frimley Integrated Care Boards, and
3. The Chief Constable of Surrey Police

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity. This includes, but is not limited to, employed staff, contractors, volunteers, governors/trustees, supply staff and self-employed staff.

Statutory means what has been decided or is controlled by the law. **Statutory guidance** tells us what schools and local authorities must do to follow the law.

Byfleet Primary School will publish our safeguarding and child protection policy on our website and hard copies will be available on request from the school office.

Key Personnel

Designated Safeguarding Lead (DSL) is: Mr Bowman
Contact details: dsl@byfleet.surrey.sch.uk

Deputy DSL(s) are:
Miss Partridge - Contact details: dsl@byfleet.surrey.sch.uk
Mrs Hurford - Contact details: dsl@byfleet.surrey.sch.uk
The nominated safeguarding governor is:
Mrs Stainer details: janet.stainer@byfleet.surrey.sch.uk

The Headteacher is:
Mr Bowman- Contact details: dsl@byfleet.surrey.sch.uk

The Chair of Governors is:
Mrs Considine Contact details: lacchair@byfleet.surrey.sch.uk

The Designated Teacher for LAC is: Mrs Hurford
Contact details: dsl@byfleet.surrey.sch.uk

Special educational needs and disabilities coordinator (SENDCo)
Contact details: Mrs Hurford inclusion@byfleet.surrey.sch.uk

Designated teacher for young carers
Contact details: Mrs Hurford inclusion@byfleet.surrey.sch.uk

Children's Services
Children's Single Point of Access (C-SPA)
Anyone can contact the C-SPA about a child, young person or parent/carer who needs support in Surrey. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.
Surrey's Child Protection Consultation Line for advice and support (0300 470 9100 option 3).

If a child is in immediate danger, the police should be contacted on 999.

If it is not an emergency, but there is a concern that a child is at risk, C-SPA should be contacted by phone on 0300 470 9100

Requests for support should be sent securely by email to cspa@surreycc.gov.uk using the Request for Support Form.

If you have children attending your school from other local authorities, you may wish to also include their contact details here - this government website will help identify which local council to report child abuse to and their contact details: Report child abuse to a local council - GOV.UK.

Emergency Duty Team (EDT)
Emergency Duty Team (EDT) provides an emergency social care service for urgent situations which are out of normal office hours. If your call is not answered, please do leave a message and your contact details for someone to get back to you.

EDT is available 5pm-9am, Monday – Friday, Weekends 24 hours a day.
Phone: 01483 517898
Email: edt.ssd@surreycc.gov.uk

Local authority designated officer (LADO)
Every local authority has a legal responsibility to appoint a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children may have caused them or could cause them harm. They will be informed within one working day of any allegations that come to our attention. The LADO will give advice and guidance to employers, such as the headteacher and the chair of governors/chair of trustees, to make sure that any allegation is dealt with fairly and quickly, ensuring that the child is protected effectively.

The LADO can be contacted by:
Email: LADO@surreycc.gov.uk

Telephone: 0300123 1650 option 3

Online: LADO Referral Form

The Law (legislation and statutory guidance)
In addition to Surrey Safeguarding Children Partnership's (SSCP) arrangements, Byfleet Primary School also follows the laws and statutory guidance below:

- Working Together to Safeguard Children 2023 which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

- 'What to do if you are Worried a Child is Being Abused' 2015 - Advice for Practitioners

- Keeping Children Safe in Education (KCSIE, 2026) is statutory guidance issued by the Department for Education (DfE) which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

- Early years foundation stage (EYFS) statutory framework is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5 years in Ofsted registered settings. Should be read alongside KCSIE where children aged 0 to 5 attend school-based nurseries or reception classes.

- Relationships and sex education (RSE) and health education - GOV.UK This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

- The Children Act 1989 is the main source of child safety law for England and Wales. The Act gives the basis for most of children's services' duties and responsibilities towards children and their families. It also provides the legal framework for the child protection system. The 2004 amendment is used alongside the Act.

- The Children Act 1989 Care Planning, Placement and Case Review sets out what responsibilities education settings have for children looked after by the local authority.

- The Human Rights Act 1998 sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (the Convention) that apply in the UK. Experiencing harassment, violence, and/or abuse, including that of a sexual nature, may breach any or all of these rights.

- The Equality Act 2010 states that schools and colleges must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our children with protected characteristics to make sure their needs are met. The Equality Act 2010: advice for schools advises us further.

- The Public Sector Equality Duty (PSED) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some children may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination. It is important to make sure we foster good relations between those who share a protected characteristic and those who do not, and work to make sure children have equal opportunities. We give specific attention to this duty when we write our policies or make any decisions about how our school is run.

- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and the Childcare Act 2006 set out who is disqualified from working with children.

Regulations and safeguarding requirements relating to school premises
Toilets - We do not allow children into toilets designated for the opposite biological sex. Separate toilets are provided for boys and girls aged 8 and over. Should a child not want to use the toilet designated for their biological sex, we will consider whether we can provide an alternative toilet facility which will not compromise the safety, comfort, privacy or dignity of the child or of other children. All such requests will be recorded, communicated and reviewed regularly.

More legislation is covered throughout this policy in their relevant sections. Some government guidance is not statutory - instead it supports practitioners, like school staff, in the decisions we make to keep children safe. Where possible, links to non-statutory guidance have been included in the relevant sections.

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:
Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.

We will advance equality of opportunity between people who share a protected characteristic and people who do not share it.

We will foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under the school's equality statement and measurable objectives. These are available on the school website.

Staff are aware of the additional barriers to recognising abuse, neglect and exploitation in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

We adhere to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Policy Principles & Values

The welfare of the child is paramount

We will always act in the best interest of the child.

Maintain an attitude of “It could happen here”

Maintain a “zero-tolerance” approach to sexual violence and sexual harassment.

Children have a right to feel safe and secure, they cannot learn effectively unless they do so.

All children have a right to be protected from harm and abuse.

All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff, but especially the DSLs will consider whether children are at risk of abuse or exploitation in situations outside of their families, recognising that extra-familial harms include, but are not limited to, sexual exploitation, criminal exploitation and serious youth violence.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Social Care or the police, without notifying parents if this is believed to be in the child’s best interests.

We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

Policy Aims

To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

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 to, 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 their responsibilities to safeguard children through identifying and reporting possible cases of abuse.

To enable the school to effectively contribute to Early Help, assessments of need and support for those children.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

To emphasise the need for good levels of communication between all members of staff.

To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.

To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (all according to KCSIE guidance), and a single central record is kept for audit.

To comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.

To ensure consistent good practice within school and ensure that safeguarding follows a whole school approach.

To clarify safeguarding expectations for members of the school community, staff, governing body, children, and their families.

To contribute to the establishment of a safe, resilient, and robust safeguarding culture in school built on shared values; that children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

To support contextual safeguarding practice recognising that the school's site can be a location where harm can occur.

To set expectations for developing knowledge and skills within the school's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

To identify at an early stage the need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.

To work in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Children's Partnership.

Supporting Children

We recognise that school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

We accept that 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.

Our school will support all children:

We recognise that we may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm. And that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. 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.

We will promote a caring, safe and positive environment within the school.

We will encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.

We will ensure children are taught to understand and manage risk through PSHE, Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety and anti-bullying, road safety, pedestrian and cycle training. As well as focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

We take all welfare concerns seriously and encourage children to talk to us about anything that worries them.

We will respond sympathetically to any requests for time out to deal with distress and anxiety.

We will offer details of helplines, counselling or other avenues of external support.

We will liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children. We will notify Social Care immediately if there is a significant concern.

We will provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school medical records are forwarded as a matter of priority and within statutory timescales.

Children are taught about safeguarding, including online, through various teaching and learning opportunities as part of a balanced curriculum. Children are taught how to recognise when they are at risk and how to get help when they need it. We will encourage the use of strategies to encourage children to share concerns for example worry eater, as well as access to ELSA (Emotional Literacy Support Assistant – support and interventions) We deliver Learning for Life lessons so children know who they can talk to if they don't feel safe.

Prevention / Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will:

Establish and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to.

Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activity, asking children to report whether they have had happy/sad lunchtimes/playtimes.

Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, including 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, online safety, accessing emergency services, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special education needs or disabilities.

Provide preventative education by creating a culture of zero tolerance for sexism, misogyny/ misandry, homophobia, biphobia and sexual violence and sexual harassment.

Ensure all staff are aware of school guidance for their use of mobile and smart technology, which includes internet-enabled smart devices including smart glasses and wearable cameras and have discussed safeguarding issues around the use of mobile technologies and their associated risks, including the following:

- Mobile phones may not be brought into school by children. This is in place to safeguard the staff and children at Byfleet Primary School. Children who need a phone for walking home, will turn it off before entering the school site, and put it in a locked cupboard in their classroom. They will collect their phone at the end of the day and turn it back on once they have left the school site.
- Staff should not use their own mobile phone, E readers, tablets and/or SMART watches for personal reasons in front of pupils throughout the school day. They should be switched off (or silent) at all times. The exception to this is when staff are on a school trip and need to communicate with school staff only. There may be occasions where it is appropriate for staff to use a mobile phone or similar device, for instance to use multi-factor authentication. Staff phones should be kept in bags or locked cupboards during the school day. Should staff need to use their phone for whatever reason, this can be done in a designated office or staffroom.
- Parents and visitors must not take photographs or videos without permission.
- The Bluetooth functionality of a mobile phone or tablet should be switched off at all times and may not be used to send images or files to other mobile phones. Mobile phones and personal devices, cameras and videoing equipment are not permitted to be used in certain areas within the school site such as changing rooms and toilets.

- The camera and filming functions of personal mobile devices (including SMART Watches) must not be used in school, on school trips or on official school business.
- Staff are not permitted to use their own mobile phones or devices for contacting pupils, young people or those connected with the family of the student without specific permission from the headteacher in extreme circumstances.
- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use school provided equipment for this purpose.
- If a member of staff breaches the school policy then disciplinary action may be taken as appropriate.
- Staff should ensure that their phones are protected with PIN/access codes in case of loss or theft.
- Staff should never store parents' or pupils' telephone or contact details on their mobile phone, as this allows the possibility of inappropriate contact.
- Staff should never send, or accept from anyone, texts or images that could be viewed as inappropriate.

If a member of staff suspects a message, text or similar may contain inappropriate content it should not be opened but a senior member of staff should be contacted.

Safe School, Safe Staff
We will ensure that:

The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and reflects all applicable KCSIE guidance. Full details of the procedure are set out in the school's Safer Recruitment and Selection Policy.

Byfleet Primary School requires staff to complete an Enhanced Disclosure and Barring Service (DBS) check every 5 years (with effect from March 2022). The School Business Manager is responsible for identifying staff ahead of their renewal date, sending them the information needed to submit a new DBS application and liaising with them regarding verification of their ID. The DSL is responsible for monitoring the Single Central Record once a term and will check that all DBS renewals have been completed as part of this monitoring.

All staff receive information about the school's safeguarding arrangements, the school's Safeguarding Statement, Staff Behaviour Policy (Code of Conduct), Low Level Concern Policy, Whistleblowing Policy, Child Protection Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education 2026 (KCSIE) part one and part five.

All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually. In addition, we deliver termly hot topic safeguarding update sessions for all staff and other regular updates.

All members of staff are trained in and receive regular updates in online safety and reporting concerns (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and reporting concerns).

All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.

All members of staff are open-minded and will assume that sexual harassment, online sexual abuse and sexual violence may be happening in and around school, even where there have been no specific reports of such behaviour or incidents.

All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The Child Protection Policy is made available via the school website and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy on the school's website and hard copies being available at the school office and reference to it in the school's handbook.

We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.

Our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures.

The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(s), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

All staff will be given a copy of Keeping Children Safe in Education 2026 part one (safeguarding information for all staff) and five (Child-on-child sexual harassment and sexual violence) and those staff involved in safer recruitment part three (safer recruitment) and will sign to say they have read and understood it. The Governing Body are required to read the document in its entirety, which includes Annex B, which is the job description of the DSL and DDSL and can further support evidence of strategic oversight and monitoring by the governors.

The DSL, Mr Bowman, is a member of the Senior Leadership Team. The Deputy DSLs are Miss Partridge and Mrs Hurford. They have undertaken the compulsory training delivered through the SSCP (Modules 1&2/2 days) and have undertaken 'DSL New to Role' training followed by biannual updates. Mr Bowman has also undertaken the advanced safeguarding module 3 training.

Use of school premises for non-school activities

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time and ensure that any groups who use the school premises have appropriate child protection policies and procedures in (including inspecting these as needed).

We follow the guidance set out in Keeping Children Safe in Education for out-of-school settings and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Failure to comply with these arrangements would lead to termination of the agreement. See https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings

If the school receives an allegation relating to an incident that happened when a third-party provider was using school premises we will follow it the procedures set out in its allegations of abuse policy including informing the LADO.

Roles and Responsibilities

Everybody in our school has a responsibility for safeguarding. Some members of our school have specific safeguarding responsibilities.

All School Staff:

Sign to say they have read and understood and will comply with Part One and Part Five of statutory guidance KCSIE (2026) annually.

- Have a responsibility to provide a safe environment in which children can learn.
- Have a responsibility to establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Will follow the school's procedures for identifying and reporting any concerns and issues about the school's online filtering and monitoring systems.

- Will follow the school's safeguarding and child protection processes and procedures, sharing information quickly when they have a concern about a child's safety and wellbeing, even when they are unsure.

- Will, whenever necessary, refer safeguarding or child protection concerns to external agencies, such as the police, children's services and the LADO.

- Will. attend safeguarding training appropriate to their role and are familiar with key policies, including this policy and the staff behaviour policy (code of conduct).

- Will create a culture where children who identify as lesbian, gay, bisexual, or are questioning their gender feel safe, can speak out and share concerns.
- Will be aware of indicators of abuse, neglect, exploitation and modern slavery (see below) understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection.

The Headteacher:

Will ensure:

- This policy and other safeguarding related policies and procedures (such as the Staff Behaviour Policy, Whistleblowing Procedures) are shared at induction, understood by all staff, including temporary staff and volunteers, and are being followed at all times.

- Staff receive safeguarding training that is updated regularly.

- Parents and carers are aware of this policy and where they can access a copy.

- The DSL is given the additional time, funding, training, resources, and support needed to carry out the role effectively and there is cover by an equivalently trained deputy if the DSL is absent.

- Visitors are appropriately supervised or escorted, where necessary.

- Systems are in place for children to express their views and give feedback, which are used to inform the whole school approach to safeguarding.

- They become the 'case manager' when an allegation is raised about a member of staff and make the final decision regarding all low-level concerns.

- There are enough staff per child (staff ratios), where relevant and applicable.

- Each child in the Early Years Foundation Stage is assigned a key person.
- Appropriate arrangements are put in place for the supervision of staff who have contact with children and families.

The Designated Safeguarding Lead:

Mr Bowman has the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The DSL is a senior member of staff from our school's leadership team. Byfleet Primary School has deputy DSLs to support the DSL in their role. While the DSL may hand over some activities to a deputy, the DSL will always have the ultimate responsibility for keeping children safe.

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

The DSL will

- Read and follow KCSIE.
- Always being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/out of term activities.
- Ensure there are cover arrangements in place when the DSL is unavailable due to illness, leave, or other circumstances. This will include any Deputy DSLs accessing a shared mailbox to ensure that safeguarding concerns are received, monitored and acted upon without delay.
- Work together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise.
- Contribute to the assessment of children, including taking part and/or supporting staff to take part in strategy discussions, child protection conferences and meetings between multiple agencies.
- Work together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns, making parents/carers aware of the school's role in making referrals about suspected abuse, neglect and exploitation.
- Understand the importance of sharing information, including making appropriate referrals to relevant agencies (for example, children's services, the police, the Channel Programme and/or the Disclosure and Barring Service (DBS)) and supporting staff who make referrals directly.
- Understanding and following Surrey Safeguarding Children Partnership (SSCP) safeguarding procedures
- Have a secure working knowledge of SSCP procedures and understand the assessment process for providing early help and statutory intervention, in line with Surrey's Continuum of Need Indicators.
- Keeping the headteacher up to date with safeguarding issues.
- Having the lead responsibility for online safety, including oversight and checking the effectiveness of the school's filtering and monitoring systems and their reports.
- Being aware of the requirement for children to have an Appropriate Adult, as described in PACE Code C 2019.

- Make sure child protection files are up to date and kept as per record keeping section.

- Make sure that all staff have access to this policy (and the wider safeguarding procedures), the policy is available publicly and reviewed annually.

- Make sure that all adults who work in or for the school have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSIE.

- Work alongside the governing board/board of trustees and headteacher to review and update procedures and how they are being implemented, including jointly completing and submitting the biennial (s157 s175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via PHEW to Surrey County Council.

- Promote the educational outcomes of children who have or had a social worker, by sharing appropriate child protection information with the teacher and leaders.

- Encourage a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them.

The Deputy Designated Safeguarding Lead(s):

- Will be trained to the same standard as the DSL and the role is explicit in their job description.

- Will take on the designated safeguarding lead's responsibilities if they are unavailable. If the designated safeguarding lead is long-term absent, a deputy will temporarily take over as the designated safeguarding lead.

Further responsibilities of the DSL are listed elsewhere in this policy. For a detailed explanation of the DSL's responsibilities, see Annex B of KCSIE.

The Local Advisory Committee (LAC)

The Academy trust governance guide sets out the roles, responsibilities and legal duties for governing boards and boards of trustees.

All members of The Local Advisory Committee (LAC) understand and fulfil their responsibilities to ensure that:

- Safeguarding, and the child's best interests, wishes and feelings, are considered in everything the school does. Everyone at the school is involved in the whole school approach to safeguarding and online safety is a theme throughout.

- The school's policies, procedures and training follow the local safeguarding partnership arrangements and the law, including the school's duties under the Human Rights Act 1998, Data Protection Act 2018 and Equality Act 2010.

- The school's leadership team are held to account for the school's safeguarding arrangements.

- Safeguarding is a standing item on the agenda for LAC Committee meetings.

- The appointed designated safeguarding lead (DSL) is given the additional time, funding, training, resources and support needed to carry out the role effectively.

- An experienced governor takes leadership responsibility for the school's safeguarding arrangements.

- There is an appointed designated teacher for looked after children who is appropriately trained.

- The governing body takes into account children who are more at risk of harm and any barriers that can make it difficult to recognise abuse and/or neglect, for example children with special educational needs and disabilities (SEND).

- Safeguarding and child protection files are maintained as set out in KCSIE.

- The school adds to multi-agency working and shares information appropriately and in a timely manner.

- All staff receive regular safeguarding information, updates and in-depth training.

- Staff sign to say they have read the appropriate part of KCSIE. Governors sign to say they have read and understood KCSIE and this policy.

- Children are taught about keeping safe, including when online.

- The governing body does all that they reasonably can to limit children's exposure to online risks from the school's online IT systems and assign a member of the senior leadership team and a governor to ensure standards are met.

- Appropriate safer recruitment processes and procedures are in place.

- Procedures are in place to identify and address children absent from education, including persistent absence, and when safeguarding concerns coincide.

- There are procedures for reporting and managing safeguarding concerns about adults who work for the school. The chair of governors will manage any allegations against the headteacher.

- There are effective safeguarding arrangements for when the site is being hired/let.

- All members of the LAC receive safeguarding training at induction, which is regularly updated.

- The SSCP is informed in line with local requirements about the discharge of duties via the Biennial (s 157 s 175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via PHEW to Surrey County Council.

The Safeguarding Link Governor/Trustee

- They meet with the DSL and visit the school regularly asking questions that allow them to monitor how the school's safeguarding policies and procedures are being put into practice.

- Each year, they are part of the biennial safeguarding audit, led by the DSL and headteacher, and make sure it is submitted via Phew.

- They are the governing board's/board of trustee's safeguarding specialist, feeding back their findings following school visits and meetings with the DSL.

- They attend appropriate training that guides them in how to monitor and progress any areas of weakness in the school's safeguarding arrangements.

- They keep up to date with the SSCP's safeguarding arrangements and guidance.

Multi-agency Working

School has a pivotal role to play in multi-agency safeguarding arrangements. The governing body, SLT and DSLs need to ensure that the school contributes to the multi-agency working in line with statutory guidance Working Together to Safeguard Children 2026. Safeguarding partners and child death review partner arrangements are in place. Agencies will work together to safeguard and promote the welfare of children, including identifying and responding to their needs. Practitioners will take a child-centred approach within a whole family focus to support the diverse needs of children and families when safeguarding children.

Referrals

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's services is appropriate. The DSL and deputy are aware of the Continuum of Support for Children and Families in Surrey and Continuum of Support Indicators which will be used to inform their response to any safeguarding concern. If a referral is needed, then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

The school should try to discuss any concerns about a child's welfare with the parent/carer and where possible obtain their consent before making a referral to the C-SPA. However, the school should not discuss concerns with parents/carers when:

- it would place the child at increased risk
- or sexual/organised abuse is suspected
- or the fabrication of an illness is suspected
- or it could impede a Police investigation or Social Work enquiry

Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the Police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation. The child's views should also be considered.

If it is suspected that a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA consultation line to discuss concerns.

When a child needs urgent medical attention and there is suspicion of abuse the DSL should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents/carers, remembering that parents/carers should normally be informed that a child requires urgent hospital attention.

If you have not had any feedback from children's services within 72 hours of making the referral, this must be followed up. If after a referral, the referrer is dissatisfied with the response from children's services and/or the child's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves. The local escalation policy (Finding a Solution Together (FaST) resolving professional differences procedure will be used, where necessary.

Confidentiality and Sharing Information

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

The school has appointed Judicium Consulting Limited as its Data Protection Officer (DPO) and the DPO is responsible for overseeing compliance and developing data-related policies and guidelines. When appropriate, the school, governors and trustees will refer to the guidance in the in the data protection: toolkit for schools - https://www.gov.uk/guidance/data-protection-in-schools guidance to support schools with data protection activity, including compliance with the GDPR.

Information will be shared with staff within the school who 'need to know'. Relevant staff have due regard to Data Protection principles which allow them to share (and withhold) information.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and the update in 2018 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must also be aware of the provisions in the school's current Data Protection and Subject Access Request Policy.

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

All staff will always undertake to share our 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.

Child Protection Procedures

What to do if you have concerns about a child's welfare

If staff have concerns about a child's welfare, they must act on them immediately by following the procedures below. Our staff can use the What to do if you're worried a child is being abused guidance with the school's procedures. We work hard to make sure our staff and safeguarding team are approachable and available, such that anyone can speak to them about any concern quickly, no matter how small or whether there is evidence.

We recognise the significant emotional impact being involved with or aware of safeguarding incidents can have. **Approach our safeguarding team if you need any support during or following a safeguarding incident.** The names of the DSL and deputy are clearly advertised around the school. Further information is given to visitors, such as a visitor safeguarding leaflet upon signing in.

If a child is in immediate danger, or is suffering or likely to suffer significant harm

Call the police on **999** if a child is in immediate danger. Anyone can make a referral to children's services if a child is suffering or likely to suffer significant harm. Usually, the DSL or deputy makes the referral. For children's services' contact details, **click here**. If you make a direct referral, you will update the DSL or a deputy as soon as is practically possible.

In our school, it is essential that children can tell us how they are feeling and know we will take it seriously. We aim to create an environment full of 'reachable moments' which encourages children to feel safe enough to open up about their concerns. Children can confidently report any worries they have about their lives, both in and out of school, by:

- Speaking to an adult they trust.
- Putting a written or an anonymous disclosure in a worry box/worry monster.
  Add in here the other ways children can report concerns, such as the role of bullying ambassadors

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

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

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

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

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

1. Report it to the DSL immediately.

2. Make an initial record of the information related to the concern using CPOMS as soon as possible.

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

1. Make an initial record of the information related to the concern using CPOMS as soon as possible.

2. Report it to the DSL in person and then immediately using CPOMS

3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

4. Make an accurate record on CPOMS (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

   Dates and times of their observations
   Dates and times of any discussions in which they were involved.
   Place and context of disclosure
   Who was present
   Any injuries identified on a body map
   Explanations given by the child / adult
   Rationale for decision making and action taken

Any actual words or phrases used by the child
Demeanour/non-verbal behaviour of the child

5. Any paper records must be signed and dated by the author, scanned in and uploaded onto CPOMs. Records recorded on CPOMs must be through the author's own log in account. The record needs to be completed by the adult received the information.
6. In the absence of the DSL or the deputies, staff must be prepared to refer directly to C-SPA and the police if appropriate, if there is the potential for immediate significant harm.

Following a report of concerns the DSL must:

1. Using the Surrey Safeguarding Children Partnership (SSCP) Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MAP and the police if it is appropriate.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the MAP consultation line on 0300 470 9100 by sending a Requesting for Support Form by secure email to: Cspa@surreycc.gov.uk or contact the Surrey Children's Single Point of Access (C-SPA). If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify MAP of the occurrence and what action has been taken
4. If the DSL feels unsure about whether a referral is necessary they can phone the C-SPA to discuss concerns
5. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the early help.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the MAP will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police where they either:
   - Are informed by a girl under 18 that an act of FGM has been carried out on her; or
   - Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth. The DSL should also be made aware

Dealing with disclosures
All staff

We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know that:

- Children may not feel ready or know how to tell someone they are being harmed.
- The child may not realise what is happening to them is harmful.
- They may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

Our staff know they must show professional curiosity, i.e. explore and try to understand what is happening for a child, rather than take what is being said on face value or making assumptions. We encourage staff to ask the child if they are OK or if they can help in any way. A child who makes a disclosure may have to tell their story more than once, such as to the police and social workers. At Byfleet Primary School we know how important it is that a child's first experience of talking to a trusted adult about a worry is a positive one.

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

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

Handling a disclosure

If a child chooses to disclose, you should:

- Listen to them carefully and believe in what they are saying. Do not be afraid of silence moments.
- Be careful not to express your own views or feelings and stay calm.
- Do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a deputy. Only ask open questions, such as: How? When? Who? Where?, and open statements, such as "Tell me", "Describe" and "Explain". Otherwise, you may invalidate your and the child's evidence in any later court proceedings.
- If there are injuries or marks on the child, do not examine the child intimately or take pictures.
- Reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner.
- Do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted.
- Tell the child it is not their fault, and you are taking them seriously.
- Explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help.

After a child has made a disclosure

- Write up the conversation as soon as possible.
- Make sure the DSL or a deputy is aware of the disclosure. If appropriate, contact children's services and/or the police directly and tell the DSL as soon as possible.
- Do not share the disclosure with **anyone** else unless children's services, the police or another relevant agency involved in the safeguarding process tells you to.
- Get support for yourself if you need it.

Recording a disclosure or safeguarding concern

- Record the date, time, place and persons present.
- Use the child's own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it.
- Record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map.
- Keep any original notes you have made on file.
- If some/all staff are using a paper form, add in that staff should sign and date the write-up.
- Do not ask children to make written statements themselves or sign records.

You should never:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Guiding principles, the seven Rs

Receive

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

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

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

Report

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the MAP or Police, as appropriate directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press the DSL for re-consideration

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible on CPOMs. The original notes need to be uploaded onto CPOMs at the time of entering the incident on to CPOMs
- Pass your original notes to the DSL for secure keeping.
- Record the date, time, place, person or people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising. These needs to be uploaded to CPOMs when an entry of the incident is made.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?

- Is further training required?

What happens next?

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

If they have concerns that the disclosure has not been acted upon appropriately they might inform the Headteacher or Safeguarding Governor of the school and/or may contact the MAP.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Record Keeping

Each child has a safeguarding file where all safeguarding concerns and referrals are stored. The designated safeguarding lead is responsible for keeping written records of all concerns, discussions and decisions, including the rationale for those decisions. Records reflect the reason why referrals are or are not made to another agency, such as children's services or the Prevent program. Safeguarding files will be stored securely, and access will be limited to those who need it.

When a child leaves the school the DSL will make sure that their safeguarding file is transferred to the new education school or college within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main file, and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the child transferring particularly where the information would support an assessment of risk to others in the school as well as the individual pupil, so support can be put in place ready for when the child starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

If Byfleet Primary School is the last school that the child attends, their safeguarding file will be securely stored by the school until their 25th birthday is reached, when it will be securely disposed of. Delete if not applicable.

Early help

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

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

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

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

directly with children will be particularly alert to the potential need for early help for children listed under Part 1, paragraph 17 of KCSIE.

Safeguarding Concerns and Allegations against adults who work with children

If you have a low-level concern or have an allegation to make about a member of staff (see the definition for staff on page 9) presenting a risk to children, speak to the headteacher as soon as practically possible. This includes any concerns in school, out of school, online and/or offline

Surrey's LADO procedure will be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply staff, trainee teachers, volunteers and contractors or another adult who works with children has:

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

The last bullet point above includes behaviour that may have happened outside of the school, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where the allegation is in relation to a member of supply staff or trainee teacher, the school will inform the agency/teacher training provider of the process for managing allegations and ensure they are fully involved in enquiries.

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

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

Report any concerns to the Headteacher immediately, who will consider whether an onward referral to the LADO is required.

If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible lacchair@byfleet.surrey.sch.uk.. If the Chair of Governors is not available, then the LADO should be contacted directly.

There may be situations when the Headteacher, Chair of governors will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Headteacher, Chair of Governors they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents/carers of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Social Care and/or the Police.

If the matter is investigated internally, the LADO will advise the school to seek guidance in following procedures set out in part 4 of KCSIE (2026) and the SSCP procedures

Low-level concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour set out in the Staff Code of Conduct are lived, monitored and reinforced constantly by all staff.

The school creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Reports should be made to the Headteacher in accordance with the school's Low-Level Concerns Policy in a timely manner. If the Headteacher has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or concerning behaviour can be identified.

Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies will be revised, or extra training delivered to minimise the risk of it happening again.

What is child abuse?
The following definitions on the Department for Education's KCSIE guidance.

What is abuse and neglect?

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

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

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

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

We use the following guidance to help identify and address cases of neglect.

Abuse & Neglect - Surrey Safeguarding Children Partnership
Graded Care Profile 2
Surrey Neglect Screening Tool
Surrey Safeguarding Children Partnership Procedures Manual Recognising Abuse and Neglect
Handling Cases of Affluent Neglect in Schools

Indicators of abuse - Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

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

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

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

Indicators of neglect

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

- It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. Staff should also be aware to the concept of 'affluent neglect' which is a form of

neglect that sometimes occurs in affluent households. Affluent neglect often involves a lack of emotional connection and attention, rather than material deprivation and can therefore be more difficult for professionals to identify. Children experiencing affluent neglect may suffer from a lack of emotional support, potentially impacting their development and well-being.

What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies
- Poor attachment to caregivers and emerging mental health difficulties

Emotional Abuse

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

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out

- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

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

Emotional responses

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

Physical Abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

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

Indicators of physical abuse / factors that should increase concern

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

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

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

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

Staff working with children need to be aware of and comply with Byfleet Primary School's Touch and Physical Intervention Policy.

Physical abuse also includes online which facilitates, threatens and/or encourages sexual violence.

Sexual Abuse

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

Sexual exploitation is seen as a separate category of sexual abuse. The SSCP professional guidance provides school staff with information regarding indicators of CSE (further information about CSE is available on pages 45-46).

Characteristics of child sexual abuse:

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

Indicators of sexual abuse

Physical observations:

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

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age

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

Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. We recognise that bullying can occur in many forms, including face-to-face, online, prejudiced-based and discriminatory. It can occur between individuals, between groups and between those in intimate relationships.

We keep a record of known bullying incidents which is shared with, and analysed by the governing body. All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual or questioning their gender and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

Risks can be compounded where children lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

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

Learning for Life (PSHE) education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

Inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and the school is aware that there is a range of support available to help counter prejudice-based bullying and abuse.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

The school should raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation, when such incidents occur, ensuring anonymity and confidentiality of the children and parents involved. As children get older and are granted more independence (for example, as they start walking to school on their own in Years 5 and 6) it is important they are given practical advice on how to keep themselves safe. The school provides outdoor-safety lessons during RSE, PHSE and Circle Times, for instance. The school also has links with the police and works directly with our Police Community Support Officer, who is accessible to support the school in aspects such as unknown adults loitering near the school. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org .

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including financial exploitation and county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator and/or through violence or the threat of violence.

Both can occur online. Children can be exploited by adult males or females, as individuals, an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children both male and female and can include children who have been moved (trafficked). This may constitute modern slavery. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim. Our staff will be aware of a range of factors that could make a child more vulnerable to exploitation. We will provide additional support to children who have been exploited to help keep them in education.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse which can affect any child. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network. Most sexual abuse is committed by those previously known to the victim. Some children may not realise they are being exploited, for example believing they are in a genuine romantic relationship.

CSE can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development
- become pregnant

See the Sharing nudes and semi-nudes section below for details about 'sextortion'.

Child criminal exploitation (CCE)

At Byfleet Primary School we recognise children involved in CCE are victims, despite their engagement in crime. A child may have been criminally exploited even if the activity appears to be consensual. Staff will be aware that girls are at risk of criminal exploitation too, and that both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. CCE can include children being forced and/or manipulated:

- to work in cannabis factories.
- into moving drugs or money across the country (county lines).
- to shoplift or pickpocket.
- to threaten serious violence to others.
- into committing vehicle crime.

Child-on-child abuse (including harassment and violence)

Responding to allegations of child-on-child abuse

- Follow the 'handling a disclosure' procedure set out above. You must make a record of the allegation and inform the DSL or a deputy.
- If the DSL and a deputy are not available due to emergency circumstances, the staff member will speak to a member of the senior leadership team and/or contact the relevant children's services.

The DSL or a deputy will make a decision from the following options depending on the level of risk or harm:

1. Manage the concern internally providing pastoral support to all those involved.
2. Complete an early help assessment.
3. Make a referral to children's services and/or, where necessary, the police. The DSL may choose to consult children's services to assist them with making a decision.
4. The police will still be informed of any criminal offences. If the child is aged under the criminal age of responsibility, the police will take a welfare approach.

The DSL or a deputy will contact the parents or carers of the children involved at the earliest opportunity and where appropriate. Records will be kept of all concerns, discussions had, decisions made and any outcomes reached. If a criminal offence has been committed or is being investigated, the DSL will work closely with the police to avoid impacting the criminal process while protecting children or following disciplinary procedures.

Where the DSL, children's services or the police decide the concern should be handled by the school internally, we will thoroughly investigate the concern using our behaviour policy and processes. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. We will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it.

Responding to allegations of sexual harassment and sexual violence

Using the DSL's or a deputy's professional judgement, the school will make decisions about and address the incident based on Brook Tool. We will request the support of other agencies, such as children's services and the police, if necessary.

We follow the local safeguarding arrangements below when an allegation of sexual violence and/or sexual harassment has been made.

The management of children with sexually harmful behaviour is complex. Byfleet Primary School will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect the person impacted by the behaviours, any witnesses and the alleged instigator of the behaviours. A written record will be made and next steps discussed, taking into account the views of those impacted by the behaviour.

A risk and needs assessment will be completed for all reports of sexual violence and on a case-by-case basis for reports of sexual harassment. The assessment, which will be kept under review, will consider:

- Whether there may have been other people impacted by the behaviour.
- The person known to be impacted by the behaviour, especially their protection and support.
- The alleged instigator of the behaviour.
- All children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged instigator or future harm.
- The time and location of the incident and any action that can make the school safer.

Unsubstantiated, unfounded, false or malicious reports

If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's services may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate according to our behaviour policy.

If a child who has experienced sexual violence or sexual harassment asks the school not to make a referral

If the child does not give consent to share information, the DSL or a deputy will balance the victim's wishes against their duty to protect them and other children on a case-by-case basis. If a child is at risk of harm, is in immediate danger or has been harmed, a referral should be made to children's services, and as assault by penetration (for example rape or penetration with an object) are crimes, reports should be referred to the

police. As stated above, a police referral will still be made for children under the age of criminal responsibility.

We will do all we reasonably can to protect the anonymity of any children involved in any report, including weighing up what staff need to know and any support that will be put in place. Further, we will take into account the potential impact of social media in facilitating the spreading of rumours and exposing the child's identity.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, our DSL and a deputy will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. They will be guided by the CPS: Safeguarding Children as Victims and Witnesses advice.

Child-on-child abuse (including harassment and violence)
We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside school and online. This can include, but is not limited to:

- bullying (including online bullying, prejudice-based and discriminatory bullying).
- abuse between children in an intimate relationship.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online).
- physical assault and harm, or the threat of harm with a weapon
- sexual violence, such as rape, assault by penetration and sexual assault (including when a child encourages or threatens this online).
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- sexual harassment, such as sexual comments, jokes and online sexual harassment.
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI.
- 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.

Older children may use any type of child-on-child abuse to 'recruit' younger children into gangs, especially in areas where gangs are prevalent. Young people experiencing child sexual exploitation first hand may be forced to 'recruit' other young people using types of child-on-child abuse. We are aware that boys are more likely to carry out child-on-child abuse and girls are more likely to impacted by it, but all child-on-child abuse is unacceptable and will be taken seriously.

Byfleet Primary School does not tolerate child-on-child abuse. We know that even when there are no reported cases, it could still be happening but yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as "just banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children. For children to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it.
All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Child-on-child abuse is preventable, and staff know how to recognise behaviours and indicators of risk early and that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.
It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

- Our staff read this policy.
- Our staff are trained to spot the signs that a child is, or may be experiencing, child-on-child abuse and how to report it. They maintain an attitude that 'it could happen here'.

- Our staff challenge any inappropriate behaviour between children, including the use of derogatory language.
- The behaviour policy, which includes our whole school response to abuse, makes sure everyone knows how to behave and how to respond consistently when children show unacceptable or abusive behaviour.
- In all areas of school life, such as lessons, assemblies and in the playground, we teach children how to act and to treat other people, including when they are online.
- We have effective systems in place for children to report child-on-child incidents.

Child-on-child sexual harassment and sexual violence
Our school is aware of Ofsted's Review of sexual abuse in schools and colleges. The review was carried out as a result of the large amount of testimonies shared on the Everyone's Invited website, which highlighted the prevalence of sexual harassment and sexual violence.

Byfleet Primary School takes a zero-tolerance approach to sexual harassment and sexual violence.

We know that harmful sexual behaviour (HSB), sexual harassment and sexual violence can happen between two children of any age or sex, from a group of children to a single child or group of children, online and face to face. It is more likely that girls will be impacted by sexual harassment and sexual violence and more likely it will be perpetrated by boys. HSB exists on a continuum and may escalate into sexual harassment or sexual violence. They are never acceptable, and we will not tolerate them. National and local research has made us aware of the prevalence and normalisation of harassment and abuse in school-aged children. No reports does not mean it is not happening here at Byfleet Primary School.

Alongside girls, these groups are at higher risk of sexual harassment and sexual violence:
- children with SEND.
- children who are lesbian, gay, bisexual or questioning their gender or who are perceived to be lesbian, gay, bisexual or questioning their gender by their peers.

Children who are victims of sexual harassment and sexual violence will likely find the experience stressful and distressing. This will, in all likelihood, negatively affect their educational attainment and be worsened if the alleged perpetrator(s) attends the same school. If a child reports an incident, they will be reassured that they have done the right thing by telling a trusted adult, will be taken seriously, supported and kept safe. We will further reassure those affected that the law is there to protect them, not criminalise them.

We are aware that when a child reports sexual violence or harassment, this may only be the start of a larger disclosure that could transpire over time. When there are reports, we will always consider the effectiveness of our policies and procedures and whether any changes are necessary to reduce the risk of it happening again. This will be in line with the school maintaining a culture of safeguarding, we follow Part 5 of KCSIE when considering our response to sexual violence and sexual harassment. These are mainly captured in the child-on-child abuse section of this policy.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviours exist on a continuum. HSB refers to problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. HSB can occur online or face-to-face. We will always consider HSB in a child protection context. Byfleet Primary School recognises that children displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

When considering HSB, we will take into account the ages and the stages of development of the children. 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 in age, 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.
Our DSL and deputy will:

- have a good understanding of HSB.
- assist in planning the curriculum aimed at preventing HSB.
- ensure staff spot and report inappropriate behaviour to prevent an escalation.
- incorporate our approach to sexual harassment and sexual violence into the whole school approach to safeguarding.

Our curriculum addresses these issues via the following topics according to the age and stage of development of our children:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- consent

Sharing nudes and semi-nudes
This is defined as the sending or posting of nudes or semi-nudes images, videos or live streams online by young people under the age of 18 (UKCIS, 2024). It is a form of child sexual abuse. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. While sharing nudes and semi-nudes of themselves or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily.

Children might share nudes because of threats and/or pressures from relationships. They might also want to send nudes, but this is usually because they believe they will get something in return. Sextortion is when someone threatens to share or distribute nudes or semi-nudes images of another person if they do not do what is asked. It can happen to anybody, but a large amount of cases involve teenage boys. The explicit imagery may be used to blackmail the young person into sending more images, money, or in some cases, into recruiting more victims. Images can be both real or generated by artificial intelligence.

We are aware of the alert guidance and support provided by the National Crime Agency and CEOP and will use it to respond to incidents.

Sextortion

- Sextortion is a form of blackmail where an abuser threatens to share or has already shared sexually explicit images or videos of a child to force them into further sexual activity or to make them pay money.
- The KCSIE 2026 guidance ensures that schools understand their legal duties and implement good practice to safeguard children online and offline. It addresses how to manage safeguarding in schools and to respond to allegations of abuse, which can include sextortion.

Responding to any incident that comes to your attention:

- **Report** it to your designated safeguarding lead (DSL) or equivalent immediately, using the school's reporting procedures set out in this policy.
- **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 shown 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 a deputy.

- **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 a deputy.

Staff reserve the right to confiscate a device in the possession of a child if they have concerns about sharing nudes or semi-nudes in relation to the device. This is consistent with the Searching, screening and confiscation: advice for schools guidance.

The DSL will follow the government's Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance. Once they are aware of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child or young person.
- If a referral should be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the child or young person – in most cases, images or videos should not be viewed.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the children or young people involved that would influence risk assessment.
- If there is a need to contact another education school or individual.
- Whether to contact parents or carers of the children or young people involved – in most cases they should be involved.

The DSL will make an immediate referral to the police and/or children's services if:

- The incident involves an adult.
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What they know about the images or videos suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent.
- The images involves sexual acts and any child in the images or videos is under 13.
- They have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example if they are presenting as suicidal or self-harming.
- They become aware of the making or sharing of nudes or semi-nudes.

If none of the above applies, we can decide to respond to the incident without involving the police or children's services. We may escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within our school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

The DSL or a deputy will contact children's services if any child or young person involved is already known to them. If, because of the investigation, the DSL (or equivalent) believes there are wider issues that meet the threshold for children's services' involvement, they will make a referral in line with this policy and local safeguarding procedures.

Viewing the imagery

The decision to view any imagery will be based on the professional judgement of the DSL or a deputy and will comply with this policy. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a child. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved.
- Is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down or support the child or parent/carer in making a report.
- Is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a school device or network.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online to limit any further sharing. This decision will be based on the DSL's or a deputy's judgement in line with the guidance. There is further information in the Sharing nudes and semi-nudes section of this policy.

Children and the Court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children aged 5-11 years at https://www.gov.uk/government/publications/youngwitness-booklet-for-5-to-11-year-olds

The guides explain each step of the process, support and special measures that are available.

There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. https://helpwithchildarrangements.service.justice.gov.uk/

Children and Previously Looked After Children

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

The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher and governor for looked after children will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Surrey County Council's Head of Virtual School.

The designated teacher for looked after children and previously looked after children will work in partnership with the Virtual School Headteacher to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher has responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.

Children with family members in custody

Children with a family member in custody:
• Are at risk of poverty, stigma, bullying, isolation and poor mental health
• Might not do as well at school
• Are likely to feel the effects at home. For example, their family finances might suffer, or they might have to move or take on extra responsibilities at home

They may have been witness to or involved in the act(s) that had led to the custodial sentence.

The police may have raided the home, there may be gang involvement, parental substance misuse, parental mental ill health or domestic abuse.

As a school, we have a duty to promote children's welfare – this includes taking action to enable all children to have the best outcomes and protect their mental health.

The child or their family might not tell the school due to fear of stigma. To protect children, adults may choose to lie to them, saying that their family member is 'working away' or "on holiday".

This may result in:

• Children isolating themselves due to embarrassment or become isolated and judged by others for an offence they did not commit. Some children and young people feel so ashamed of their situation that they do not tell others about their family member's imprisonment to avoid the risk of being bullied.
• Children losing regular contact or any contact with a person who held a significant role in their life.
• Changes in a child's family situation, e.g. where they live or family finances
• Changes in a child's behaviour and emotional wellbeing
• Children not concentrating as well and not doing as well at school

For children and young people this can lead to:
• poor physical and mental health;
• financial difficulties and poverty;
• anger and confusion about being lied to;
• fears for the parent in custody, especially if the prison is a long way from home;
• lack of support networks;
• significant trauma if they witnessed the arrest or the criminal activity that led to it;
• poor coping mechanisms, such as substance misuse;
• changes to behaviour;
• fear of being stigmatised by the 'prisoner' label;

• being bullied;
• feelings of significant loss or rejection;
• absence from education due to ill health, truancy, caring responsibilities etc.
https://safeguarding.network/content/safeguarding-resources/parental-issues/childrenwith-family-members-in-prison/.

Children with special educational needs and disabilities or health needs
The school recognises that children with special educational needs (SEN) and disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers that can exist when recognising abuse, neglect and exploitation in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation (including prejudice based bullying) than other children.;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers; and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so.

Any reports of abuse will require close liaison with the DSL and the SENDCO.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities or certain medical conditions to help to keep them safe or keep themselves safe along with ensuring any appropriate support for communication is in place.

Collection of Children
Our school operates procedures for the safe collection of children from school. We will not allow children to leave the premises with an adult we do not know. If a parent wishes for their child to be collected by a family member or friend we ask that they inform the school office at the earliest opportunity. Parents should also ensure that if possible their child knows who will be collecting them. Children in the Foundation Stage and Key Stage 1 should be collected by a responsible adult. We strongly advise that older siblings under the age of 18 should not be sent to collect younger children. Parents are responsible for the safety of their children once they have left the school premises.

Contextual Safeguarding
The school assesses the risks and issues in the wider community when considering the well-being and safety of children. As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from influences outside of their families. The school recognises that these extra-familial threats might arise from within their peer groups, from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- sexual exploitation
- extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

Contextual safeguarding risks for our school include:

- domestic violence
- exploitation by criminal gangs and organised crime groups such as county lines

- forced marriage
- FGM
- honour based violence
- online abuse

Staff are trained on contextual influences and follow the school procedures for reporting concerns. Any concerns regarding supply staff should be referred immediately to the Head teacher

Domestic Abuse

Domestic abuse can include a wide range of behaviours and may be a single or pattern of incidents. This form of abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional, and includes coercive or controlling behaviour. It can take place inside and outside the home. The Domestic Abuse Act 2021 states that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse including physical, sexual, emotional abuse and stalking).

These experiences can have a serious and long-term impact on a child's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Act states that domestic abuse occurs between at least two people over the age of 16. Therefore, legally, some older children can also commit domestic abuse either in their own intimate relationships or against their parents/carers.

We have signed up to the police initiative Operation Encompass, a scheme between Surrey Police, Surrey Domestic Abuse Service and Surrey schools. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the school before the child or children arrive at the school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Surrey Safeguarding Children Partnership Procedures Manual - Domestic Abuse
Homepage - Surrey Safeguarding Children Partnership
Surrey Against Domestic Abuse Strategy 2024-2029 | Healthy Surrey
Multi agency risk assessment conferences | Healthy Surrey
Request information under Clare's Law: Make a Domestic Violence Disclosure Scheme (DVDS) application | Metropolitan Police
NSPCC-UK domestic abuse Signs Symptoms Effects
Refuge what is domestic abuse/effects of domestic abuse on children
Safe Young Lives | Young people & domestic abuse - SafeLives
Domestic abuse: specialist sources of support - GOV.UK (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

- East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

- Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

- North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690
- South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

Fabricated or induced illnesses

Staff at our school are alert to the issues surrounding fabricated or induced illnesses.
Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our supporting children with medical needs policy details our procedure for ensuring reported medical needs are evidenced by medical professionals.

Female Genital Mutilation (FGM)
Female genital mutilation (FGM) is illegal in England. It involves removal, part removal or injury to the female genital internal or external organs for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'.

Female genital mutilation (FGM) means all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL will make sure that staff have appropriate training to prepare them for spotting signs that a child has been affected by FGM or is at risk of FGM.

What to do if you have concerns about a child's welfare section of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM has been carried out or suspects that a child is at risk of FGM.

Signs that FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home (NSPCC).

Signs FGM might have taken place:

- having difficulty walking, standing or sitting.
- spending longer in the bathroom or toilet.
- appearing quiet, anxious or depressed.
- acting differently after an absence from school or college.
- reluctance to go to the doctors or have routine medical examinations.
- asking for help – though they might not be explicit about the problem because they are scared or embarrassed (NSPCC).

Teachers

For this section only, teachers means qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions. All staff should speak to the DSL (or a deputy) when a concern about female genital mutilation (FGM) arises. If a teacher suspects that FGM has been carried out on a child or believes that the child is at risk of FGM, they will follow their internal safeguarding procedures.

Teachers who come to know, in the course of their work, that FGM has been carried out on a child **must directly** report this to the police. Failure to do so will result in disciplinary sanctions. The teacher should tell the DSL or a deputy who will support them in making a direct report to the police. The teacher may need to support a referral to children's services. Staff will never examine children.

Other members of staff

Other members of staff who establish that an act of FGM appears to have been carried out on a child or suspect a child is at risk of FGM, will follow the same procedures as with any other concern, i.e. will speak to the DSL or a deputy and follow local safeguarding procedures.

Mandatory reporting of female genital mutilation: procedural information

Forced Marriage

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

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit 200 7008 0151.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context. HSB may be an indicator of the perpetrator also being a victim of abuse.

The settings response to HSB:

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

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

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

For each incident that arises, the school will complete a Risk and Needs Assessment form.

The school will regularly review all incidents of sexual violence or harassment, child on child abuse and online abuse to identify possible patterns of behaviour and to influence and formulate future policy provisions and procedures.

Health (including Mental Health)

The school is committed to promoting the physical health, emotional wellbeing and mental health of all pupils. We recognise that good health underpins children's ability to learn, develop positive relationships and achieve their full potential.

Physical Health

Any child with a significant medical condition requiring regular medication or treatment will have an Individual Healthcare Plan, developed in partnership with parents or carers, relevant healthcare professionals and, where appropriate, the child.

Parents and carers must inform the school of any medical conditions or changes to their child's health needs as soon as possible. Relevant information from healthcare plans will be shared with staff on a need-to-know basis to ensure children receive appropriate care whilst safeguarding their privacy and dignity.

The school follows its Supporting Pupils with Medical Conditions Policy and works closely with health professionals to ensure pupils can access education safely.

Mental Health and Wellbeing

The school recognises that positive mental health is fundamental to children's learning, wellbeing and safeguarding. We are committed to creating a culture where children feel safe, valued, listened to and able to seek help when needed.

We recognise 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.
- Abuse, neglect and other adverse childhood experiences (ACEs) can have a lasting impact on children's mental health, behaviour, relationships and educational outcomes.
- Staff are well placed to observe changes in children's behaviour, presentation or emotional wellbeing that may indicate they require additional support.
- Only appropriately trained healthcare professionals should diagnose a mental health condition.

Where staff have concerns about a child's mental health that may also be a safeguarding concern, they must report these immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL, following the school's safeguarding procedures. If a child is at immediate risk of harm, staff will contact the emergency services and Children's Social Care without delay.

The school works closely with parents, health professionals and external agencies, including Surrey Children's Services, School Health, CAMHS (Surrey Mindworks) and other appropriate services, to ensure children receive timely support. Where appropriate, referrals will be made through the Children's Single Point of Access (CSPA) or other relevant services.

Promoting Positive Mental Health

The school recognises that promoting emotional wellbeing is everyone's responsibility. We aim to provide a nurturing, inclusive environment where children develop resilience, confidence and positive relationships.

We promote positive mental health by:

- providing a broad and balanced curriculum, including Personal, Social, Health and Economic (PSHE) education;
- teaching emotional literacy, resilience and healthy relationships;
- using restorative approaches and values education;
- providing opportunities for circle time, play, reflection and age-appropriate wellbeing activities;
- celebrating achievement and recognising individual success;
- providing targeted interventions and pastoral support where required;
- working in partnership with parents and carers;
- signposting families to appropriate support services; and
- working collaboratively with external professionals where additional support is required.

Parents and carers are recognised as key partners in supporting children's wellbeing. The school encourages open communication, values parental views and works collaboratively to ensure children receive appropriate support both in school and at home.

The Governing Body ensures that effective systems are in place for identifying pupils who may require additional mental health support, with clear pathways for referral, escalation and accountability. Staff receive safeguarding training that includes recognising how mental health concerns may present and understanding when these concerns should be treated as safeguarding issues.

Home visits

The school has a home visit policy.

Homelessness

The school recognises the importance of early intervention to prevent children becoming homeless, including where there is the risk of someone becoming homeless, intentionally homeless or rough sleeping. We will consider reporting concerns about the risk of homelessness and engage with other agencies to support relevant families.

Honour-based Abuse

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

Honour based abuse might be committed against people who:

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

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

Medical needs

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

Supporting pupils with medical conditions at school - GOV.UK
Allergy safety in schools - GOV.UK

Modern Slavery

Modern slavery is a crime whereby a person uses another person, by means of deception or coercion, as a possession for the purposes of exploitation. We are aware modern slavery exists in the UK and that some victims are children.

Common places modern slavery occurs includes:

- The sex industry, including brothels.
- Retail: nail bars, hand car washes.
- Factories: food packing.
- Hospitality: fast-food outlets.
- Agriculture: fruit picking.
- Domestic labour: cooking, cleaning and childminding.

Victims can be forced into criminal activities such as cannabis production, theft or begging.

The DSL will seek advice and support from children's services who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

One Chance Rule

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

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

One to one situations

Staff working in one to one situations with pupils in the school, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

Arranging to meet with pupils from the school or setting 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.

Where staff are expected to work one to one with a pupil, clear expectations should be set out for all of those involved that are reflective of the settings safeguarding policies and procedures. Relevant safeguarding checks are carried out.

Staff should:

- work one to one with a child only when absolutely necessary (both in person or online) and with the knowledge and consent of senior leaders and parents/carers
- be aware of relevant risk assessments, policies and procedures, including child protection, acceptable use policy and behaviour management
- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved
- ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.

Online Safety/ Cybercrime, Artificial Intelligence (AI)

This section summarises our whole school approach to online safety and the use of smart devices (e.g. mobile phones, smart watches, tablets etc). Our detailed approach is covered in our Online Safety policy and Staff behaviour Policy which understand the significant and essential role that we have in making sure children are protected from potentially harmful and inappropriate online material. We consider online safety in every aspect of school life.

Our aim is to:

- Have in place online safety processes that protect our children and staff including how we identify, intervene in and escalate online concerns, where appropriate.
- Make sure technology is used responsibly and safely through education.
- Set clear expectations for the use of mobile phones and smart technology.

We fulfil our aims by:

- Ensuring appropriate filtering and monitoring systems are in place on the school's network and devices.
- Educating children to learn how to keep themselves safe when online (using the government's Teaching online safety in schools guidance), what to do if they are harmed or spot a risk and what the consequences are if they break the school rules about online safety.
- Engaging with parents and carers about what online safety looks like.
- Making sure our whole school approach is reflected in all relevant policies.
- Regularly training staff on online safeguarding risks and how to be online safely.
- Making sure children, staff, parents/carers, governors and volunteers sign an understandable acceptable use agreement that covers how they should use the school's IT systems and their mobile and smart technology.
- Making parents, carers, children and staff aware that staff can search an electronic device they have confiscated. See Searching, Screening and Confiscation.

Due to the constant changes to online technology and the related harms, we will carry out an annual review and risk assessment of our online safety policies, procedures and systems.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk, content, contact, conduct and commerce.

The 4Cs

Being online can be a great source of fun, entertainment, communication and education. Some people's online behaviour places others at risk. The number of issues covered under online safety is large and constantly growing. They are categorised into these four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images including those generated using AI and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If children or members of staff report any issues, we will report it to the Anti-Phishing Working Group (https://apwg.org/).

CORE	**Content** Child as recipient	**Contact** Child as participant	**Conduct** Child as actor	**Contract** Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

Children are taught about their "digital tattoo" which allows others to make judgments about them based on their online posts and emphasises the potential permanence of information they post online. The school as an Online Response Document which is used to deal with issues around online behaviour – it dovetails with the school's Behaviour Policy.

Children increasingly use electronic equipment, including at home, on a daily basis to access the internet, share and view content and images via social media sites such as Whatsapp, Facebook, Twitter/X, Tiktok, Instagram, Snapchat, YouTube, Voodoo and Discord and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist, conspiracy theories or sexual behaviour such as webcam photography or face-to-face meetings. They may also be used to provide misinformation and disinformation (otherwise known as 'fake news') to children.

When misinformation is created with the intent to cause harm or to stir up hatred against a person or group, this is called disinformation. Disinformation aims to create a false perception of a person or group, sometimes to support a hateful ideology or conspiracy theory. A piece of news might be disinformation if:

- It makes a false connection between an individual or group, and a social issue.
- It manipulates pre-existing content to support a false story e.g. using a picture from one event and claiming it is from another, unrelated, event.
- 'Imposter content' when another site may try to impersonate a reliable source
- When information is falsified or fabricated about a person or group
- When a pre-existing story is framed in a misleading way to place blame on a certain person or group.
- When content is focussed solely on 'negative' content about groups or individuals, without any acknowledgment of 'positive stories', in order to create a distorted perspective that 'demonises' the group targeted.

Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders. They are also vulnerable to engage in commerce, including gambling.

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. The school has a named member of staff who is the online safety co-ordinator.

The school works in partnership with parents in order to engage them in online safety measures for their children.

The school follows the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Mobile phones and smart technology (including smart watches and glasses)

Many children have unlimited and unrestricted access to the internet via mobile phone networks; therefore, children could be harmed or harm others online when at school. This may include sexually harassing, bullying and the making or sharing of nudes or semi-nudes (often via large chat groups). To protect children from these risks while they are at our school, our approach to mobile and smart technology (including watches and 'Meta' glasses) is:

- Pupils should not use personal mobile phones or other internet-enabled smart devices during the school day unless authorised by a member of staff for a specific educational or safeguarding purpose.
- Mobile phones must be switched off (not on silent) and kept out of sight for the duration of the school day. Where appropriate, phones should be handed in or stored securely in accordance with the school's procedures.
- Smartwatches must be in school mode (where available) or have communication, camera and internet functions disabled. If this is not possible, they should not be worn during the school day.

- Smart glasses with recording, camera or internet capabilities (e.g. Meta glasses) must not be worn or used on the school site.
- Pupils must not use personal devices to photograph, video or record other pupils or staff without permission.
- Any misuse of personal devices or online services during the school day will be dealt with in line with the school's behaviour, safeguarding and online safety policies. Where necessary, devices may be confiscated in accordance with statutory guidance, and parents/carers will be informed.

All schools should be mobile phone-free environments by default; anything other than this should be by exception only. The statutory mobile phones in schools guidance states that schools should develop a mobile phone policy, as part of their behaviour policy, that prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Please see the schools Mobile Phone Policy for more information.

EYFS

The school recognises that mobile phones, cameras and other electronic devices can support teaching, learning and communication. However, their use must be carefully managed to safeguard children and protect staff.

- School-owned Apple and Google devices are used by staff to record children's learning and take photographs for educational purposes. These devices are managed by the school, password protected and used only in accordance with safeguarding, data protection and acceptable use policies. Staff must never use personal devices to photograph or record children..
- All images and recordings are taken in accordance with parental consent, the school's safeguarding policy, data protection procedures and acceptable use agreements.
- Images are stored securely on school-approved systems and are not retained on devices longer than necessary.
- Staff must not use personal mobile phones, smartwatches, cameras or other personal devices to photograph, record or communicate about children.
- Parents and visitors are not permitted to take photographs or videos in the school setting without the permission of the Headteacher or designated member of staff.
- School-owned devices are password protected, managed by the school and used only for legitimate educational and safeguarding purposes.
- Any concerns about the misuse of devices or images will be reported immediately to the Designated Safeguarding Lead (DSL) and managed in line with the school's safeguarding, behaviour and data protection policies.

Further guidance can be found: Safeguarding children and protecting professionals in early years settings: online safety considerations

Filtering and monitoring

The Governing Body and school leaders take all reasonable steps to limit pupils' exposure to online risks when using the school's IT systems, devices and internet services. The school has appropriate filtering and monitoring systems in place in accordance with the Department for Education's Filtering and Monitoring Standards for Schools and Colleges.https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

The Governing Body ensures that appropriate filtering and monitoring systems are in place and are reviewed regularly, with a formal review taking place at least annually and operational effectiveness monitored throughout the year. Governors receive regular assurance regarding the effectiveness of these systems,

including monitoring reports where appropriate, and ensure that school leaders, the Designated Safeguarding Lead (DSL) and relevant staff understand how the systems operate and how safeguarding concerns should be escalated.

When reviewing filtering and monitoring arrangements, the school considers:

- the age range and needs of pupils;
- pupils who may be more vulnerable or at greater risk of harm;
- how and when pupils access the school's IT systems;
- emerging technologies and online risks, including generative artificial intelligence (AI); and
- the proportionality of safeguarding measures alongside educational needs.

Filtering systems are designed to prevent access to harmful and inappropriate content without unnecessarily restricting teaching and learning. Monitoring systems identify potential safeguarding concerns so that timely action can be taken where necessary. The school recognises that filtering and monitoring are important safeguarding measures but do not replace effective supervision, online safety education or a strong safeguarding culture.

Byfleet Primary School uses Senso to monitor activity on school devices and networks. Monitoring alerts are reviewed regularly by members of the DSL team, with critical safeguarding alerts investigated and acted upon promptly in accordance with the school's safeguarding procedures.

The school also considers the Department for Education's guidance on the safe use of generative artificial intelligence (AI) in education and ensures that filtering and monitoring arrangements remain effective as new technologies emerge. Staff are expected to remain alert to safeguarding risks associated with AI, including AI-generated images, impersonation, deepfakes and inappropriate use by pupils.

When procuring or reviewing technology, the school also considers relevant Department for Education guidance and digital standards to ensure that safeguarding requirements remain central to purchasing and implementation decisions.

Information security and access systems

We have procedures in place to protect our IT systems and staff and learners from cybercrime, i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly. We will follow the government's Cyber security standards for schools and colleges guidance which were developed to help us improve our resilience against cyber-attacks. Our procedures and systems are reviewed regularly to keep up with the constant changes to cyber-crime technologies.

Children are taught about online safety throughout the curriculum, and all staff receive online safety training which is regularly updated.

The school will follow the guidance around harmful online challenges and online hoaxes when supporting children and sharing information with parents/carers.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL will consider a referral into the Cyber Choices programme.

This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Childnet International
Safer Internet Centre webpages

Generative AI: product safety expectations
Generative artificial intelligence (AI) in education - GOV.UK
Using AI in education settings: support materials - GOV.UK

Children who are lesbian, gay or bisexual

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

Children who are questioning their gender

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

Byfleet Primary School will normally work in partnership with parents/carers when supporting a child who is questioning their gender. However, where involving parents/carers could place a child at risk of significant harm, appropriate safeguarding procedures will be followed, and advice will be sought from the DSL. Any requests relating to social transition or other significant changes will be considered carefully on a case-by-case basis, with decisions informed by safeguarding considerations, professional judgement and, where appropriate, advice from relevant agencies. The school will take all reasonable steps to protect children who are questioning their gender from bullying, harassment, discrimination, abuse and victimisation and will maintain appropriate records of concerns, decisions and support arrangements.

Open Door policy

In line with the principles set out in Keeping Children Safe in Education (KCSIE), the school operates an open-door policy to promote transparency, visibility, and the safety of all pupils. Classroom doors are kept open wherever possible during teaching and learning activities to ensure that adults' interactions with children are open to observation. This approach supports a culture of safeguarding, accountability, and shared responsibility, helping to protect pupils from harm and ensuring that any concerns can be promptly noticed and addressed.

Parental Substance Misuse

Substance misuse covers misuse of a range of mind-altering substances. It can have a severe impact on an individual's functioning as well as their physical health. Substance misuse is formally defined as the continued misuse of any mind-altering substance that severely affects a person's physical and mental health, social situation and responsibilities (NHS, 2019). The Advisory Council states that substance misuse can have serious consequences of a physical, psychological, social, interpersonal, financial and legal nature for users and those around them. Parental substance misuse becomes relevant to child protection when it effects parenting capacity.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's wellbeing.

Private Fostering Arrangements

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

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

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

The school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. They are a potentially vulnerable group who should be monitored particularly when the child has come from another country. In some cases privately fostered children are affected by abuse, neglect and exploitation, or be involved in trafficking, child sexual exploitation or modern-day slavery. Therefore, all staff are alert to possible safeguarding issues.

On admission the school will take steps to verify the relationship of the adults to the child who is being registered.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care at least six weeks before the arrangement is due to start. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify the SSCPA immediately.

Children Absent from School and Children Missing Education (CME)

All children, regardless of their circumstances, are entitled to an efficient, full-time education suitable to their age, ability, aptitude and any special educational needs or disabilities (SEND).
The school recognises that children who are absent from school, particularly those who are persistently or severely absent, absent on repeat occasions, or who become children missing education (CME), are at increased risk of underachieving, becoming vulnerable to harm, exploitation and abuse, and becoming NEET (not in education, employment or training).
Absence from school can be an important warning sign of safeguarding concerns, including abuse or neglect, child sexual exploitation (CSE), child criminal exploitation (CCE), mental health difficulties, substance misuse, radicalisation, female genital mutilation (FGM), forced marriage and other forms of significant harm.
Some children are particularly vulnerable to becoming missing from education, including those who:

- Are at risk of abuse, neglect or exploitation.
- Have high levels of SEND requiring specialist provision or temporary reduced timetables.
- Experience emotionally based school non-attendance (EBSNA).
- Are persistently or severely absent from school.
- Are at risk of forced marriage or female genital mutilation (FGM).
- Are from Gypsy, Roma or Traveller communities.
- Are from service families.
- Go missing from home or care.
- Are involved with the youth justice system.
- Cease attending school for any reason.
- Are newly arrived migrants or seeking asylum.

The school follows statutory attendance procedures and Surrey County Council guidance to identify and respond promptly to unauthorised absence, persistent absence and children missing education. Staff remain alert to safeguarding concerns where absence patterns emerge, particularly where children are already known to Children's Social Care or have an allocated social worker, Child in Need Plan, Child Protection Plan or are looked after.

Parents and carers are expected to provide the school with at least two emergency contact numbers and must notify the school promptly of any changes.
The school maintains accurate admission and attendance registers in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended). The school will:

- Enter pupils onto the admission register on the agreed start date.
- Notify the Local Authority within five days of adding a pupil to the admission register.
- Notify the Local Authority if a pupil fails to take up an allocated place.
- Monitor attendance daily and respond promptly to poor, irregular, persistent or severe absence.
- Notify the Local Authority before removing a child's name from the admission register in accordance with statutory requirements.
- Record the destination school and expected start date whenever a pupil leaves.
- Work with the Local Authority to make reasonable enquiries to establish the whereabouts of any child before removing them from roll where required by legislation.
- Where parents indicate their intention to electively home educate, follow Local Authority procedures and notify the Education Inclusion Team. A child will not be removed from roll until statutory requirements have been met.

Staff receive safeguarding training to recognise indicators that absence or missing education may be linked to safeguarding concerns. Where there is reason to believe a child is suffering, or is likely to suffer, significant harm, the school will make an immediate referral to Children's Social Care and, where appropriate, the Police.

Alternative Provision and Pupils Missing Out on Education (PMOOE)
The school recognises that some pupils may require alternative provision, dual registration or a temporary modified timetable to support their education and wellbeing. Pupils accessing education in this way may have additional safeguarding vulnerabilities and are considered by Ofsted to be at risk of becoming **Pupils Missing Out on Education (PMOOE)**.

Where alternative provision or a modified timetable is considered, the school will:

- Work in partnership with parents, carers and relevant professionals to ensure arrangements are appropriate and in the child's best interests.
- Complete and regularly review safeguarding and welfare risk assessments.
- Ensure parents and carers receive clear information about the purpose, duration and review arrangements for the placement or timetable.
- Review all placements and modified timetables regularly, with the aim of returning pupils to full-time education wherever appropriate.
- Monitor attendance, engagement, progress and safeguarding throughout the placement.
- Retain overall responsibility for the pupil's education, attendance and safeguarding.
- Obtain written assurance that the alternative provider has appropriate safeguarding arrangements, including safer recruitment checks, and will notify the school immediately of any safeguarding concerns or staffing changes that may affect the child's safety.
- Maintain accurate records of where pupils are educated during the school day, including the addresses of all alternative provision or satellite sites.
- Review all alternative provision placements at least half-termly to ensure they remain safe, suitable and meet the pupil's needs.
- Comply with Local Authority data collection requirements relating to pupils accessing alternative provision or modified timetables.

The Headteacher will report regularly to the Governing Body on the use, effectiveness and safeguarding oversight of alternative provision and modified timetables.

Racial Incidents/ Prejudice based incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of prejudice based incidents on CPOMS.

Radicalisation, Extremism and Terrorism **(**see Anti-Radicalisation & Extremism Policy, See Visitors policy and agreement)

The Prevent Duty for England and Wales (2023) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is the vocal or active opposition to our fundamental British values. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. *(Prevent Duty Guidance for England and Wales September 2023).*

Terrorism is an action that endangers or causes serious violence to a person/people causes serious violence to a person/people: causes serious damage to property; or seriously interferes with an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made of the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The school 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, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014). The school ensures that pupils understand how people with extreme views share these with others, especially using the internet.

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

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

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. 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 DSL in the first instance.

If you have a concern that a child may be at risk of radicalisation or involvement in terrorism and they are in immediate danger**,** contact the police on 999. If the child is not in immediate danger, speak with the DSL or a deputy as a first point of call.

The DSL may decide to discuss their concerns with children's services and will make referrals to the police Prevent team and/or the Channel programme, where necessary. The DSL will need to seek the individual's consent when referring to the Channel programme.

Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk .
(email address solely for prevent referrals and not general enquires).
In cases where further advice from the Police is sought dial 101 or 07795 043842 or 01865 555618 and ask to speak to the Prevent Supervisor for Surrey.

For further Prevent advice
If you need any further Prevent advice, or if you have any questions about the referral you have made then please contact:-

Claire McDonald, Prevent Supervisor, Surrey Police:
claire.mcdonald@surrey.police.uk - 07795 043842

Lara Bowden, Project Officer, Surrey County Council:
lara.bowden@surreycc.gov.uk

Helene Morris – Department for Education (DfE) Regional Prevent Co-ordinator for Southeast - Counter-Extremism. Department for Education Prevent Coordinator for South-East
Prevent.SouthEast@service.education.gov.uk

National Prevent referral form (healthysurrey.org.uk)

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

Indicators of vulnerability to radicalisation or extremism

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

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Extremism is defined by the Crown Prosecution Service as:

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

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.

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

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Indicators of vulnerability include:

- 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 student / 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 or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element; or sharing extremist messages or social profiles;
- Possessing or accessing violent, illegal or 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; and
- Significant changes to appearance and / or behaviour and peer relationships;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Secretive behaviour;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practice on others;
- Verbalising anti-Western or anti-British views;
- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures; or
- Making remarks or comments or advocating messages similar to illegal or extremist groups.
- Changing online identity or having more than one online identity.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life-threatening activity.

To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.

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 DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999.

Remote Education

School communications with parents and carers will be used to reinforce the importance of children being safe online. Parents and carers are likely to find it helpful to understand what systems the school uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school their child is going to be interacting with online.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governors will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governors will ensure the school has appropriate filters and monitoring systems in place and regularly review (at least annually) their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governors will consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

The filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning and the monitoring strategies should be effective and meet the safeguarding needs of the school.

Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

Surrey County Council guidance Touch and the use of restrictive Physical Intervention When Working with Children and Young People provides further detailed information, available on Surrey Education Services (Education Safeguarding Team Resources Hub).

The school has a Touch & Physical Intervention Policy.

Teaching and Learning

At Byfleet Primary School we aim to prevent our children from coming to any harm. We recognise how important it is that we teach and role-model to children how to keep themselves and others safe. Our curriculum meets the needs of all children, including those with SEND and/or have been abused. We have a curriculum map outlining how we teach safeguarding in school.

If specific safeguarding issues arise during the school year, the headteacher will make sure the curriculum is adapted to cover current issues.

School Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

The school recognises that absence from school and exclusion from school may be indicators of abuse, neglect and exploitation. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

The school will work in partnership with Surrey Police and other partners for reporting children that go missing from the school site during the school day. Staff will be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Searching and Confiscation

For more details of Searching, Screening and Confiscation, please refer to Searching, Screening and Confiscating Guidance (July 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

When can a search be carried out

- A search can be considered if a staff member has reasonable grounds for suspecting that the pupil is in possession of:
- a prohibited item as listed below; or
- any other item banned by the school rules that the school rules identify as an item which may be searched for as listed below.

- Prohibited items are:
- knives,
- weapons,
- alcohol,
- illegal drugs,
- stolen items,
- any article that a member of staff reasonably suspects has been or is likely to used to commit an office or cause injury or damage,
- fireworks,
- tobacco products or cigarette papers; and
- pornographic images.

- Additional items that the school rules identify as banned items which may be searched for are:
- Vapes and vape accessories.

- Laser pointers.
- Aerosols.
- Money especially in large amounts.
- Any other item which a member of staff reasonably suspects has been or is likely to be, used to commit an offence or to cause personal injury or damage to the property of, any person including the pupil themselves.

Who can search and support from other staff members

- Only headteachers and staff authorised by the headteacher can carry out searches. Only the police can carry out strip searches, to which there are legal procedures that must be followed using the government document Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (updated August 2022)

- The member of staff conducting a search must be the same sex as the pupil and there must be another member of staff present to witness the search unless
  - The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, **and** in the time available,
  - it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If this is the case, the person doing the search should report it immediately.

- All searches for prohibited or banned items in school will be recorded on CPOMS safeguarding reporting system. Recording of a search will include
  - date, time, location of the search
  - pupil name
  - who conducted the search and any other adults present
  - what was being searched for
  - the reason for the search
  - what items, if any, where found
  - the follow-up action taken as a consequence of the search

- School staff have the power to search a pupil for any item if the pupil agrees. The staff member should ensure that the pupil understands the reason for the search and how it will be conducted prior to their agreement.

- Staff should be made aware that a child being in possession of prohibited items may mean that the pupil is involved in criminal exploitation, gang involvement or anti-social behaviour.

- The DSL must always be made aware of a search.

- The search may result in a referral to Children's Services or other outside agencies.

- When searching or screening, the pupil's individual needs, learning difficulties, age and understanding must be considered.

- Members of the SLT who are also DSL are trained in how to lawfully and safely search a pupil, including a pupil who is not cooperating.

Before a search

- A search can be considered if a staff member has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or an item banned by school from the above list.

- The authorised staff member must make the judgement on how urgent the need for a search is and consider the risk to the pupil, other pupils and staff.

- School CCTV footage should be used where appropriate to determine whether a search should be carried out.

- Before any search takes place, the staff member conducting the search should explain to the pupil why the search is going ahead, how and where and give them the opportunity to ask questions. If the pupil is not co-operating (co-operation will always be sought), the staff member must consider whether the pupil understands the instruction or what a search is, or had a previous distressing experience of being searched. Refusing to co-operate may lead to the member of staff issuing a sanction in-line with the school Behaviour Policy and the staff member must consider, discussing with the headteacher, whether it appropriate to use reasonable force to search for the items that are prohibited. During this time, the pupil must be kept away from other pupils whilst also being supervised, ensuring safety of all. Reasonable force cannot be used for items that are identified only in the school rules. This decision will be made on a case-by-case basis.

- The school will follow the DfE Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013).

- The staff member needs to consider whether it is appropriate and sufficient in time to notify the pupil's parents that a search is going to take place of their child's belongings and outer clothing.

- An appropriate location, away from other pupils, on the school premises or where the staff member has lawful charge of the pupil, for instance, on a school trip, which provides privacy but is not confined.

The extent of the search

- A member of staff may search any goods over which the pupil has or appears to have control, including desks, lockers and bags.

- A member of staff may search a pupil's outer clothing (any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear), pockets, possessions (including bags) desks or lockers. Staff do not have the power to conduct a strip search. Only the police service can conduct a strip search and further information for this is in the document 'Searching, Screening and Confiscating Guidance (July 2022) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

- The search of possessions can only be in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

- A metal detector to assist the search can be used.

During a "with consent" search authorised staff members can confiscate any item found under the school's general power to discipline, including those listed below for a "without consent" search.

During a “without consent “search Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils.
- Is a prohibited item or an item banned by school as outlined above.
- Is an electronic device that may contain files or data related to an office or which may be harmful to another person or the pupil themselves (this includes, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to criminal behaviour.
- Is evidence in relation to an offence.
- Might be harmful or detrimental to school discipline.

What to do with confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of dispose of unless you have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible
Other suspicious items that could be used to commit an offence or cause personal injury	Retain or dispose of; or deliver to the police if appropriate
Banned items as identified in the school rules	Return, retain or dispose of as appropriate.

In cases where there are multiple options, the school will use its professional judgement. Consider:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of
- The school can confiscate, retain or dispose of pupils’ property, as a disciplinary sanction in certain circumstances e.g. to maintain an environment conducive to learning and safeguard the rights of other pupils to be educated.
- The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully.
- Staff should consider whether the confiscation is proportionate and necessary.
- In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day

- The school has the power to search without consent if we believe there are prohibited items, such as knives and weapons, stolen items, tobacco or cigarettes or any other item banned by school rules. Weapons and knives must be handed over to the police.

Searching Electronic devices

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.
- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video,

- The member of staff should confiscate the device, avoid looking at the device and refer the incident to a DSL immediately.
- The member of staff should set the device to flight mode or, if this is not possible, turn it off.
- Staff should never download or share the imagery, or ask a child to share or download it.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), report this to the DSL.
- Staff should not delete the imagery or ask the young person to delete it.
- Staff should not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Staff should not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Staff should not say or do anything to blame or shame any young people involved.
- Staff should explain to the young person that they need to report it and reassure them that they will receive support and help from the DSL.
- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.
- At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the C-SPA or the Police as appropriate.

- The pupil's parents will always be informed that a search has taken place and the outcome of that search as soon as possible.
- Full details of the search will be recorded on CPOMS as outlined above.
- Sanctions and consequences need to be in line with the school's Behaviour policy.
- The pupil may need support from the Inclusion Team following a search in order to support them to manage their emotions.

Serious Violence

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

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

Staff will be aware of the indicators, which may signal children are at risk from, or are involved in serious violence.

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.
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions (could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation).

All staff are aware of the range of risk factors increasing the likelihood of involvement in serious violence, such as:

- being male.
- having been suspended, spent time in Alternative Provision or permanently excluded from school.
- having experienced child maltreatment.
- having been involved in offending, such as theft or robbery.

Being the victim of, carrying out or allegedly carrying out serious violence (e.g. knife crime) may indicate that a child is involved in county lines.

Children who run away or go missing from education, home or care

Byfleet Primary School recognises that children who run away, go missing or are absent from education and their normal residence are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. The statutory guidance Children Who Run Away or go Missing from Home or Care requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

Whistleblowing

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

A whistleblower is a worker who reports certain types of wrongdoing. All staff have a duty to do so. We aim to create an environment where staff feel able to raise concerns about poor or unsafe practice and potential failures in how we manage safeguarding. Any concerns should be raised with the senior leadership team and will be taken seriously. Byfleet Primary School has a separate whistleblowing policy, which lists the procedures for raising concerns.

Whistleblowing regarding the Headteacher should be made to the Chair of Governors whose contact details should be available to staff.

If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Schools Officer or LADO in accordance with the Whistleblowing Policy.

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global web pages

Where staff feel unable to raise a concern with our senior leadership team or feel that their genuine safeguarding concerns are not being addressed, there are other options available to them, such as the NSPCC whistleblowing advice line. Staff can call 0800 028 0285 from 8am-8pm or email: help@nspcc.org.uk.

Upskirting

Byfleet Primary School will ensure that all staff and children are aware that 'upskirting' is a criminal offence and will not be tolerated. The Criminal Prosecution Service (CPS) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission".

We will decide each incident on a case-by-case basis, with the DSL or a deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

Young Carers

A Young Carer is under 18 years of age and helps to look after a family member who has a disability, long term physical or mental health illness, or misuses substances. Caring can involve household chores, personal care, emotional support, communication support or looking after siblings and themselves. The level of responsibility assumed by a Young Carer is often inappropriate to their age and at a level beyond simply helping out with jobs at home which is a normal part of growing up.

At Byfleet Primary School we believe that all children and young people have the right to an education, regardless of what is happening at home. When a child looks after someone in their family who has a long term physical or mental health illness, a disability, or misuses substances then he or she may need extra support to help them get the most out of school.

Most Young Carers will meet the definition of a 'child in need' under the Children Act 2004 and may be entitled to an assessment from Children's Services. In the event of any young carers being considered to be at risk of significant harm the DSL should be notified immediately.

Our designated SLT member who has special responsibility for young carers is the Inclusion Leader, Mrs Hurford. We identify young carers on entry to the school at welcome meetings and home visits. We run young carers drop in club.

Checking the identity and suitability of visitors

All visitors to the school are required to verify their identity to the satisfaction of staff. If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign into the school's Inventry system and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID and:

- Will be asked to show proof of DBS, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times unless DBS checked. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Links with other school policies:

- *Allegations of abuse against staff*
- *Alternative Provision*
- *Anti-bullying*
- *Anti-Radicalisation and Extremism*
- *Artificial Intelligence Workshop*
- *Attendance*
- *Behaviour*
- *Complaints*
- *Curriculum*
- *Data Protection*
- *Drugs Education*
- *Equality and Diversity*
- *First Aid and Accident Reporting*
- *Guidance Notes on Class and group live stream learning using video conferencing; Remote learning using video conference facilities; Using video conferencing facilities; and Staff working from home.*
- *Health, Safety & Welfare*
- *Home Visits*
- *ICT & Computing Acceptable Use*
- *Intimate Care*
- *Learning for Life*
- *Low-level concerns*
- *Off-site Educational Visits*
- *Online Safety, including staff use of mobile phones*
- *Relationships and Sex Education*
- *Remote Education Provision Contingency Plan & Information for parents*
- *Risk Assessment*
- *Safer Recruitment and Selection*
- *SEND and Inclusion*
- *Social Media*
- *Staff Behaviour (Code of Conduct)*
- *Staff handbook*
- *Supporting Positive Health and Mental Health Emotional Wellbeing*
- *Supporting Pupils with Medical Needs, including Administration of Medicines*
- *Teaching and Learning*
- *Touch and Physical intervention*
- *Visitors Policy & Visiting Speakers Policy.*
- *Whistleblowing*

Support from the Police

101 for reporting an incident

999 for emergency support

Further advice on safeguarding and child protection is available from:

Surrey County Council Education Safeguarding Team
https://surreyeducationservices.surreycc.gov.uk/Services/4689

Surrey County Council Policy Guidance for Safeguarding Children Missing Education May 2017 (Revised November 2017) available on Surrey Education Services (Education Safeguarding Team Resources Hub).

Contextual Safeguarding Network https://www.contextualsafeguarding.org.uk/

UK Councils support sites
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Statutory Guidance to Relationships, education and sex education (RSE) and health education (2021)
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

OFSTED publication on safeguarding during inspections
https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills

UK Council for Internet safety (UKCIS) guidance: https://www.gov.uk/government/publications/education-for-a-connected-world

LADO Service Contact and Pathway

https://surreyscb.procedures.org.uk/assets/clients/2/Documents/2022%20updates/LADO%20SERVICE%20CONTACT%20PATHWAY_.pdf

SEND
The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).
SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk).

SEND Advice Surrey: Special Education Needs and Disabilities Information, advice and support
https://www.sendadvicesurrey.org.uk/#:~:text=SEND%20Advice%20Surrey%20is%20Surrey's,their%20parents%2Fcarers%20and%20professionals.

Alternative Provision
Statutory Guidance for Local Authorities, Headteachers and Governing Bodies for Settings Providing Alternative Provision (February 2025)
https://www.gov.uk/government/publications/alternative-provision

Education for children with health needs who cannot attend school: DFE Statutory Guidance
https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

Online Support

https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring

https://swgfl.org.uk/

https://www.iwf.org.uk/resources/ai-generated-child-sexual-abuse-material-professionals-resource/

Staff Safeguarding Training

We have a designated senior member of staff, our Designated Safeguarding Leads have undertaken the Two Day Child Protection Foundation Training delivered through the SSCB and who undertake other regular training, at appropriate intervals and when required (at least annually) to keep up with any relevant safeguarding and child protection developments.

All members of staff are provided with child protection awareness at induction, including in their arrival pack, the school safeguarding statement "Safeguarding Children at Byfleet Primary School" so that they know who to discuss a concern with. They also undertake regular safeguarding training "Working Together to Safeguard Children and Young people" led by the DSL every 2 years.

On induction new staff are provided with the following documentation and policies:

- The child protection and safeguarding policy Keeping Children Safe in Education 2026. We recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for staff to feed in and shape safeguarding policy.

We complete staff safeguarding training in line with the Keeping Children Safe- a recommended guide to developing a safeguarding training pathway for school staff.

Specific safeguarding training issues
We deliver weekly hot topics guidance and training at our staff briefing covering all the hot topics from KCSIE.
Guidance on the specific safeguarding issues listed below is delivered by the Designated Safeguarding Lead (DSL) to all teaching staff.

Autumn 2026	• PREVENT • Criminal Exploitation of children
Spring 2027	• Domestic Abuse • County Lines • Neglect • Online Safety
Summer 2027	• Female genital mutilation (FGM)/ • Pupil Mental Health and Surrey suicide protocol • Supporting pupils with medical needs

Appendix 1 - Safeguarding Children and Young People Safe Working Practice Code of Conduct

Byfleet Primary School is committed to safeguarding and promoting the well-being of children and young people and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm; and to carry out their duty of care and take all reasonable steps to promote and ensure the health, safety and well-being of all members of the school community.

This agreement is developed in accordance with the guidance within the following:

- Working Together to Safeguard Children 2026
- Keeping children Safe in Education (the latest version)
- Childcare (disqualification) regulations 2018
- Prevent Duty Guidance: England and Wales (2023)

The staff code of conduct outlined below gives clarity to measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Headteacher and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- *Be familiar with and adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Child Protection & Safeguarding, Staff Behaviour/ (Code of Conduct), Allegations of Abuse Against Staff, Touch & Physical Intervention, Behaviour, Anti-Bullying, Social Media, Complaints Policy, Whistleblowing, Relationships and Sex Education, Online Safety, AI Workforce policy and Agreement, Intimate Care, Supporting Children with Medical Needs, Acceptable Use Policy for Staff, Governors and Volunteers, Preventing Radicalisation & Extremism and Health and Safety, etc.*
- *Be familiar with and adhere to any relevant school risk assessments, risk management strategies and related temporary procedural changes that might be put in place from time to time.*
- *Behave in a mature, respectful, safe, fair, considered and professional manner at all times.*
- *Provide a good example and "positive role model" to the pupils*
- *Observe other people's right to confidentiality (unless you need to report something to the Head Teacher or DSL e.g. child protection concern).*
- *Treat all children equally; never confer favour on a particular child, or build "special relationships" with individual children, except where one to one working is part of a plan agreed with the Head Teacher or class teacher.*
- *Act and be seen to act, in the pupil's best interests.*
- *Ensure that whenever possible there is visual access and/or an open door in one-to-one situations with pupils.*

Report to a DSL

- *Any situation where a pupil becomes distressed, anxious or angry.*
- *Any concern about a child.*

Report to the Headteacher

- *Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.*
- *Any allegations against staff, supply staff or volunteers.*

Report to the Head teacher or member of the Senior Leadership team.

- *Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.*
- *Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.*

you should never:

- *Behave in a manner that could lead a reasonable person to question your conduct, motivation, intentions or suitability to care for other people's children.*
- *Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.*
- *Personally discriminate either favourably or unfavourably towards any child.*
- *Make arrangements to contact, communicate or meet children outside of work.*
- *Develop "personal" relationships with children.*
- *Push, hit, kick, punch, slap, throw missiles at, or smack, a child or threaten to do so.*
- *Make inappropriate remarks or jokes of a personal; sexual, racial, discriminatory, intimidating, threatening or otherwise offensive nature.*
- *Intentionally embarrass, humiliate or undermine children, for example, by using sarcasm or humour in an inappropriate way.*
- *Give or receive (other than" token") gifts unless arranged through the Headteacher.*
- *Allow, encourage or condone children to act in an illegal, improper or unsafe manner.*
- *Behave in an illegal or unsafe manner.*
- *Undertake any work with children when you are not fit and in a proper physical or emotional state to do so.*
- *Accept current or ex-pupils as 'friends' on social media sites such as Facebook. This is to prevent any possible misinterpretation (EEEA Staff Behaviour (code of conduct) policy).*
- *Use social media and WhatsApp/Messaging, to discuss confidential information or to discuss specific children or the school (EEEA Staff Behaviour (code of conduct) policy and AI Workforce policy and Agreement).*
- *Use 'AI' to input confidential information or pupil information (AI Workforce policy and Agreement, Acceptable Use Policy)*
- *Put photographs relating to school, including social functions, on social media sites and no comments relating to any aspect of school should be made, discussed or "liked". (Online Safety Policy)*
- *Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use school provided equipment for this purpose (Online Safety Policy)*
- *Staff should not use their own mobile phone, E readers, tablets and/or SMART watches for personal reasons in front of pupils throughout the school day. They should be switched off (or silent) at all times. The exception to this is when staff are on a school trip and need to communicate with school staff only. There may be occasions where it is appropriate for staff to use a mobile phone or similar device, for instance to use multi-factor authentication. Staff phones should be kept in bags or locked cupboards during the school day.*
- *Engage in an online meeting with any pupil unless this has been agreed in advance with the Headteacher or member of the Senior Leadership Team.*
- *Record any online meeting with a pupil unless this has been agreed in advance with the Headteacher or member of the Senior Leadership Team.*

I _____ have read the above and agree to abide by the Safer Working Practice Code of Conduct. ***I agree to the school carrying out a DBS check if they choose to.***

Signed …….

The Headteacher and the Governors of Byfleet Primary School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.
Headteacher …….

Appendix 2 Child Protection File Transfer Form

Child Protection File Transfer Form

In line with "Keeping Children Safe in Education" when children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Acknowledgement of Child Protection Files Transfer

Name of Child: ……..

Name of new DSL: …….

New School: ……..

New DSL Signature: ……..

Date: …….

Delivery and handover completed by Byfleet Primary School DSL: ……..

Appendix 3 National Prevent Referral Form

Please follow the link for the National Prevent Referral Form

Appendix 4 Visiting Speakers Agreement

Byfleet Primary School

At Byfleet Primary School we understand the importance of visitors and external agencies to enrich the experiences of our students.

All visiting speakers to Byfleet Primary School are required to sign in and by doing so agree to adhere to the following statements in order to safeguard our pupils:

- Any messages communicated to students support fundamental British Values and our school values.
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- The content of talks and the media used to support the message, will be agreed with the member of staff organising the talk; and any concerns or clarification needed raised with a member of the Senior Leadership Team. Copies of presentation materials (e.g. PowerPoint) to be used need to be shared with the school prior to arrival.
- If a member of staff requests that the talk is stopped, it must be done so immediately.
- Any information obtained about children, families or others within the school will be kept confidential and not mentioned outside the school or on any social networking sites. Any concerns about a child will be shared with a member of staff and not with the child's parents or carers or anyone else.
- Mobile phones will not be used in class or around the school. Phones will be stored away safely until break times and/or leaving the premises.
- Personal phones and cameras will not be used to photograph children and no photographs will be taken unless instructed by the teacher and using school equipment.
- Visiting speakers will also be accompanied by a member of staff at all times.

Speaker Signature: _____ Date: _____

DSL or Headteacher Approval_____ Date: _____

Appendix 5 Who to contact if you are concerned

Who to contact if you are concerned that a child or young person is at risk of harm

Police: in an emergency – 999

Surrey Children's Single Point of Access (C-SPA): Consultation Line – 0300 470 9100. (advice only). Operated from 9am to 5pm

Out of hours phone: 01483 517898

NW C-SPA direct number:- 0300 123 1630

Email for concerns for a child or young person: cspa@surreycc.gov.uk

Email for concerns for an adult: ascmash@surreycc.gov.uk

Local Authority Designated Officer (LADO): 0300 123 1650 (option 3) or LADO@surreycc.gov.uk
Monday to Friday from 9am to 5pm

The Consultation Line may advise a referral via a 'Request for Support Form'. This form covers requesting support at levels 2, 3 and 4 of the Surrey Levels of Need.

In Surrey, the approach for helping families early is embedded within the Continuum of Support and the Social Work practice model 'Family Safeguarding. ' This model identifies five types of support: Universal and community, Emerging Needs, Targeted Support, Intensive Support and Statutory services.

P-SPA is the Police Single Point of Access that we can contact to pass on information of a disclosure following a recent Operation Encompass notification or to share relevant information following an Operation Encompass notification that has not been shared with C-SPA or the police previously.

Tel: 01483 636451 or surreypoliceopencompass@surrey.pnn.police.uk

EHCP Support

L-SPA Helpline: 0300 200 1015 (currently 9am – 5pm Monday to Friday)
Single Point of Access for SEND Development Learners – for those with existing or pending EHCP