Safeguarding Children
Child Protection Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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<td>Head of School and DSL</td>
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<td>Designated Safeguarding Lead</td>
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Agreed by:

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<th>Head of School</th>
<th>Designated Safeguarding Lead</th>
<th>Chair of the Board of Directors</th>
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<tr>
<td>Bryan Nixon</td>
<td>Jason Tait</td>
<td>David King</td>
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This policy complies with the requirements of Keeping Children Safe in Education (KCSIE) (DfE: 1st September 2023), the Independent School Standards (ISS) regulations (DfE: currently in force), the National Minimum Standards (NMS) for boarding schools (DfE: September 2022 as amended) and the Surrey Template Child Protection and Safeguarding Policy (Surrey Council:2023).
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### Legal Status: Complies with The Education (Independent School Standards) (England) Regulations (ISSR) (DfE: currently in force), the National Minimum Standards (NMS) for Boarding Schools (DfE: September 2022 with particular reference to NMS Part: D Standard 8 and other relevant legislation and regulations), Keeping Children Safe in Education (KCSIE) (DfE: September 2023). This policy is also in accordance with the procedures agreed by the [Surrey Safeguarding Children’s Partnership](https://www.surrey.gov.uk/services/safety-and-wellbeing/safeguarding/safeguarding-and-preventing-extremism) which comprises Surrey Children’s Services, the local NHS commissioning group and Surrey Police.

*TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*
TASIS THE AMERICAN SCHOOL IN ENGLAND - SAFEGUARDING CHILDREN CHILD PROTECTION POLICY

We have a whole school approach to safeguarding, which is the golden thread that runs through every aspect of the school. All our school policies support this policy.

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees and volunteers are required to sign that they have read, understood and will abide by our Safeguarding Children Child Protection Policy and Keeping Children Safe in Education (KCSIE) September 2023 - Part 1 and annex B. This policy takes full account of the child protection procedures agreed by the Surrey Safeguarding Children Partnership and statutory guidance Working Together to Safeguard Children (2018, updated 2022), along with the Prevent Duty Guidance, our Safer Recruitment Policy, Whistleblowing Policy, Staff Behaviour Policy, and The Teachers’ Standards. The terms ‘faculty’ and ‘staff’ are used interchangeably within this policy and any reference to faculty or staff refers to any person employed at TASIS England whether they are directly employed, contractor, consultant, bank, agency or volunteer.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by Bryan Nixon (Head of School) and Jason Tait, the Designated Safeguarding Lead (DSL). The Proprietor will periodically review this policy, inclusive of its implementation and the efficiency with which the related duties have been discharged. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff can contribute to and shape our safeguarding arrangements and Safeguarding Children Child Protection Policy. Any deficiencies or weaknesses recognised in arrangements will be remedied immediately. All staff will be informed of updates to this policy, and it will be made available to them in either hard copy or electronically.

This policy was last reviewed and agreed by the Proprietor in September 2023 and will next be reviewed no later than 04 September 2024 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Children Missing from Education: Our procedures regarding children missing from education comply with our local Safeguarding Partnership and with KCSIE September 2023 and are stated in this policy.

The Board of Directors at TASIS England takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard and promote children’s welfare; to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm. The Board of Directors have ensured that a member of the Senior Leadership Team, appointed as Designated Safeguarding Lead (DSL), is able to discharge that role with sufficient independence. The written confirmation of the appointment as DSL states that, the Head of School contacts the Local Authority Designated Officer (LADO) on any matter that the Head of School and the DSL considers cannot be properly dealt with internally. Our DSL is also provided with external supervision and can directly access advice as required without first referring to the Board. This enables there to be a separation between the DSL and the Board. Any concern regarding an employee, contractor, volunteer or Board member goes direct to the Head of School.

The Safeguarding Children Child Protection policy forms pages 1 to 30 of this document. The appendices are on pages 31 to 55. However, the inspectorate requires us to number all pages consecutively and not to have the appendices as separate documents.

We have separate comprehensive documents such as Safer Recruitment and Staff Selection, Sexual Violence and Sexual Harassment, Online Safety, Child-on-Child abuse, Low Level Concerns and so on. KCSIE sets out that boarding schools have additional factors to consider with regard to safeguarding and this is reflected in our Safeguarding Children Child Protection Policy and other policies integral to TASIS England. All our students understand our policy on sexual relationships between students. This includes the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. Additionally, strategies and procedures are in place regarding harmful online content and how boarders’ devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3G, 4G and 5G that will bypass the school’s filtering and monitoring systems.

TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential
SAFEGUARDING TEAM

Have a concern about a student? Have a concern about a friend?
Are you a parent with a concern about your child or another student?
Please contact the Safeguarding Team for advice and support.

JASON TAIT
Director of Pastoral Care
All-School Designated Safeguarding Lead, Upper School DDSL
T: +44 (0) 1932 582312
M: +44 (0) 7932 319922
E: jtait@tasisengland.org

BRYAN NIXON
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T: +44 (0) 1932 582314
M: +44 (0) 7392 319933
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All-School and Boarding DDSL
Head of Boarding
T: +44 (0) 1932 582455
M: +44 (0) 7392 319945
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Middle School DDSL
Middle School Pastoral Coordinator
Science Teacher
T: +44 (0) 1932 582328
M: +44 (0) 7932 319931
E: khiggins@tasisengland.org

MELODI JORDAN
Early Years and Lower School DDSL
Head of Lower School
T: +44 (0) 1932 582428
M: +44 (0) 7392 319929
E: mjordan@tasisengland.org

MARGARET KIRWAN
Early Years and Lower School DDSL
Lower School Secretary
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E: mkirwan@tasisengland.org

JOHN ARCAY
Online Safety Coordinator
IB ITGS/AP Computer Science
Computer Graphics Design Teacher
Upper School Technology Coordinator
M: +44 (0) 7789 901787
E: jarcay@tasisengland.org

DAVID KING
Lead Director for Safeguarding
Chair of the Board of Directors
M: +44 (0) 7564 341887
E: dking@tasisengland.org

In an emergency call Surrey Children's SPA (Single Point Access): +44 (0) 300 470 9100
(out of hours: +44 (0) 1483 517898) and/or the Police
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KEY EXTERNAL CONTACT DETAILS
External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

The Local Authority Designated Officer (LADO) service manages allegations against individuals who work with or volunteer with children in Surrey. If you have a concern with someone who works with children, please contact the LADO on 0300 123 1650 (option 3).

Duty LADO, SSCP Team, Quadrant Court, 35 Guildford Rd, Woking, Surrey, GU22 7QQ
Telephone: 0300 123 1650 Email: LADO@surreycc.gov.uk (or LADO@surreycc.gcsx.gov.uk for secure emails)
Emergency Duty team (out of hours’ service): 01483 517898 Email: edt.ssd@surreycc.gov.uk

Keeping Children Safe in Education (Department for Education (DfE): September 2023) makes it clear that anybody can make a direct referral to their local authority (Surrey Children’s Services including the LADO). If a child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Surrey Multi-Agency Partnership for Children at Risk and Children in Need/Early Help/Intervention and Assessment Services Children who have suffered or are likely to suffer significant harm are children at risk. Children who are in need of additional support from one or more external agencies are children in need.

Concerns about a child: If a child has suffered, or is likely to suffer harm, the DSL must immediately report this to Surrey Children’s Single Point of Access (C-SPA). Children in need of additional support from one or more agencies: The DSL refers students immediately to the Surrey Early Help Partnership Service using the inter-agency assessment process via the Early Help Assessment (EHA) Form, thus utilising the “Team around the Child” (TAC) approaches in line with the referral threshold set by the Local Safeguard Children Part. A referral can be made direct or through Surrey C-SPA.

The contact details of the Children’ Single Point of Access C-SPA for Children at Risk and Children in need of additional support from one or more agencies: is as follows: Telephone: 0300 470 9100 (9.00am – 5.00pm Monday to Friday). Email: cspa@surreycc.gov.uk Emergency Duty Team Out of Hours (5pm-9am): 01483 517898 edt.ssd@surreycc.gov.uk. The C-SPA combines Children’s Service Social Workers and Police staff. They will decide whether a referral needs to go to a Social Worker or whether more information or an Early Help Assessment is needed. Early help email and number: earlyhelphub@surreycc.gov.uk Tel: 03311435548.

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999. Police Child Abuse Investigation Team – call 101 Police Domestic Abuse Investigation Team – call 101

For safeguarding questions or advice about safeguarding arrangements and incidents within schools contact the Education Safeguarding Team email: education.safeguarding@surreycc.gov.uk.

Education Safeguarding Team Manager: Clare Stewart
Education Safeguarding Advisor: Narinder Ghosal
Education Safeguarding Advisor: Sarah Ellis
Schools Family Workforce Development Advisor: Andrea Page

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: PC Oliver Greenaway
Tel: 101 ext. 39055 – 07720 043980 Email: Oliver.Greenaway@surrey.pnn.police.uk - Prevent referral process preventreferrals@surrey.pnn.police.uk

Female Genital Mutilation (FGM): Any child at risk of FGM must be referred to Surrey C-SPA and the police. Police contact details are: For non-emergency 101 and for emergency calls 999. For advice and guidance, you can contact the NSPCC BY telephone: 0800 028 3550 or Email: help@nspcc.org.uk
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Surrey Safeguarding Children’s Partnership (SSCP): which coordinates how children are safeguarded and protected from harm. Printed copies of the SSCP procedures are available from the School office and the SSCP can be contacted as follows: C-SPA Support Team, SSCP Team, Quadrant Court, 35 Guildford Rd, Woking, Surrey, GU22 7QQ
Tel: 0300 470 9100   Email: cspa@surreycc.gov.uk   Website: http://www.surreyscb.org.uk/

Surrey Virtual School for Children in Care, SSCP Team, Quadrant Court, 35 Guildford Rd, Woking, Surrey, GU22 7QQ
Email: http://virtual.school@surreycc.gov.uk
Tel: 0208 541 7761   Website: https://www.surreyvirtualschool.org.uk/training-and-events/designated-teacher/

Other useful contacts for this policy:
ISA: ISA House, Great Chesterford Court, Great Chesterford, Saffron Walden, CB10 1PF, Tel: 01799 523619
Email: isa@isaschools.org   Web: www.isaschools.org.uk

Disclosure and Barring Service (DBS)
Helpline: 03000 200 190   Email: customerservices@dbs.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000   Childline: Tel: 0800 1111   www.childline.org.uk
The NSPCC whistleblowing helpline is available for staff that do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to Friday and email: help@nspcc.org.uk
SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT:

The following strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children.

Surrey Safeguarding Children Partnership Guiding principles: The seven R’s

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

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

Respond:
- Respond to the student only as far as is necessary for you to establish whether you need to refer this matter; do not interrogate
- 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 criticise the alleged perpetrator(s); the student may care about them, and reconciliation may be possible
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a senior member of staff

Report:
- Share concerns with the DSL immediately.
- If you are not able to contact the DSL or Deputy DSL, and the child is at risk of immediate harm, contact the C-SPA or police, as appropriate directly (use the contact details held within this policy)
- If you are dissatisfied with the response, you receive following your concerns, you should urge re-consideration

Record:
- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person/s present and noticeable non-verbal 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
- 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?

ALLEGATIONS AGAINST STAFF, VOLUNTEERS, DSLs AND THE PROPRIETOR: This applies where an adult within the school community has harmed, may have harmed, or poses a risk of harm to a child or indicates they may not be suitable to work with children. This also applies when an adult within the school community may have committed a criminal offence related to a child.
• Allegations concerning all faculty or staff, other than the Head of School, are to be reported straight away to the Head of School, or in their absence the Chair of the Board of Directors. The Head of School will immediately contact the LADO to discuss the allegation and will act on the advice provided. The Head of School will keep the Chair of the Board of Directors informed. The individual against whom the allegation is made, is not to be informed.
• Allegations concerning the Head of School are to be reported straight away to the Chair of the Board of Directors, who will immediately contact the LADO and will act on the advice provided. The Head of School is not to be informed.
• Allegations concerning a member of the Board of Directors are to be reported straight away to the Head of School, who will immediately contact the LADO to discuss the allegation and act on the advice provided. The individual against whom the allegation is made is not to be informed.
• Where an allegation is made against a supply teacher, the Head of School will immediately contact both the agency and the LADO.

Allegations against an adult who is no longer employed by the school, or historical allegations, will be referred to the police. In each case, the Head of School or the Chair of the Board of Directors will refer to the LADO (Local Authority Designated Officer), within 24 hours via the C-SPA who will then advise about next steps, including any necessary investigation. The police will be informed if a criminal offence is alleged. Guidance will also be sought from the LADO and/or police to enable the school to decide whether the person against whom an allegation has been made should be allowed to remain on school premises and on what conditions. If TASIS England were given information that suggests a member of staff was abusing a student who is not a student at the school, the DSL would immediately report to the LADO and follow the procedure as if it were one of our own students.

In borderline cases, where there is doubt whether a referral should be made, the Head of School will consult with the LADO without identifying the family. However, once sufficient concern exists that a student may be at risk of significant harm, a referral to children’s social care will be made immediately. The school will not investigate allegations without the agreement of the LADO. In cases of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Arrangements for alternative accommodation away from students, in cases where a member of the boarding staff is suspended pending an investigation of a child protection nature will be applied. TASIS England will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers or staff up to the point where the accused person is charged with an offence. The following definitions will be used to determine the outcome of investigations:

• **Substantiated**: there is sufficient evidence to prove the allegation;
• **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
• **False**: there is sufficient evidence to disprove the allegation;
• **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. This implies neither guilt nor innocence;
• **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

**Unsubstantiated, false or malicious allegations**: If a report is determined to be unsubstantiated, unfounded, false or malicious, the Head of School or Chair of the Board of Directors will consider whether this is a cry for help. In such circumstances, a referral to children’s social care may be appropriate. Where an allegation by a student is proven to have been deliberately invented or malicious, the Head of School will consider whether to take disciplinary action in accordance with the school’s Behaviour Management, Discipline and Sanctions Policy. Where a parent has made malicious allegations, the Head of School may terminate the student’s placement at the school on the basis that they have treated the school or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established moving forward. TASIS England reserve the right to contact the C-SPA to determine the appropriate action. We have a duty of care towards our employees by ensuring that effective support is provided for anyone facing an allegation through the school’s Human Resources Department (HR)/personnel arrangements.

**Low-Level Concerns (please also see our Faculty and Staff Behaviour Policy (Code of Conduct))**: A low-level concern is when a member of staff may have acted in a way that is inconsistent with the Faculty and Staff Behaviour Policy (Code of Conduct), including inappropriate conduct outside of work but does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
• being over friendly with children;
• having favourites;
• taking photographs of children on their mobile phone;
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
• using inappropriate sexualised, intimidating or offensive language.

All low-level concerns about a member of staff should be reported to the Head of School. The Head of School should be informed in a timely manner as the ultimate decision maker in respect of all low-level concerns. If the concern is related to a person employed by a supply agency, that concern should be recorded, shared with the Head of School who will also contact the supply agency or employer. Records of low-level concerns will be recorded in the same way as allegations that meet the harms threshold so that any patterns in behaviour are identified and a course of action decided upon. The Head of School may meet with the DSL to discuss the concern and decide if the concern meets the harm threshold and if a referral to the LADO is required.

**CONTEXT AND STATEMENT OF PURPOSE**

The Board of Directors of TASIS England take seriously the responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Safeguarding is everyone’s responsibility throughout the school and the boarding facilities; although referrals are normally to be managed by the DSL, anyone may refer a child if necessary. Our approach is child-centred and at all times we will act in the best interests of the child. Staff will reassure victims-survivors that they are being taken seriously and that they will be supported and kept safe. Staff are also clear that the victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed.

All faculty, staff, temporary staff, volunteers, contractors, bank, agency staff, volunteers, the Head of School and the Proprietor (Board of Directors) will:

- Read and understand part 1 and annex B of the Department for Education’s statutory safeguarding guidance, *Keeping Children Safe in Education*, and review this guidance at least annually (arrangements will be made for anyone working in school whose command of English is insufficient to enable them to read and digest the contents of this policy (part 1 and annex B of KCSIE 2023). It is also beneficial to read ‘What to do if you are worried a student is being abused’;
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance;
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g., sites they need to visit or who they’ll be interacting with online);
- Provide a safe space for students who are LGBQT+ to speak out and share their concerns;
- Our Board of Directors will also be expected to fully understand Part Two of KCSIE (DfE: September 2023)

All above-mentioned staff will receive induction training to cover the following:

- Our systems which support safeguarding, including this Safeguarding Children Child Protection Policy, the Faculty and Staff Behaviour Policy (Code of Conduct) (which covers as a minimum, acceptable use of technologies, staff student relationships and communications, including via social media and whistleblowing), the role and identity of the Designated Safeguarding Lead (DSL) and deputies (DDSL), the Behaviour Management, Discipline and Sanctions Policy, the Online Safety Policy, the Whistleblowing Policy and the safeguarding response to children who go missing from education;
- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines);
- The importance of reassuring victims-survivors that they are being taken seriously and that they will be supported and kept safe;

*TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*
• The fact that children who are (or who are perceived to be) lesbian, gay, bi queer or transgender (LGBQT+) can be targeted by other children;
• The fact that children can be at risk of harm inside and outside of their home, at school and online;

Abuse and Neglect (please refer to Appendix 1 of this policy): Working Together to Safeguard Children (HM Government, 2018, updated 2022) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by action or inaction. All staff at TASIS England are aware that technology is a significant component in many safeguarding and wellbeing issues, specifically that children are at risk of abuse online as well as face to face, and that online and offline incidents may occur concurrently or be interlinked. Children may be abused by a family member, institution or a community setting, by those known to them or more rarely by others e.g., online abuse, any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. They may be abused by an adult, or adults, or another student or children. Online abuse by other children can take the form of abusive, harassing, misogynistic/ misandrist messages, the non-consensual sharing of indecent images (especially around group chats) and the sharing of abusive images or pornography to those who do not want to receive such content. They may be abused through being witnesses to domestic abuse and teenagers can suffer domestic abuse in their intimate relationships. It is important to remember that significant harm can be ‘actual’ (happening now) or ‘likely’ (where harm is probable). To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

• Physical abuse - violence, particularly pre-planned/deliberate; causing injuries such as bruises, broken bones, burns or cuts forcing others to use drugs or alcohol.
• Emotional abuse - also known as psychological abuse, blackmail or extortion; emotional maltreatment; threats and intimidation.
• 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.
• Sexual abuse – indecent exposure/touching or sexual assaults/harassment; forcing others to watch pornography, sharing nude or semi-nude images, encouraging other students to attend inappropriate parties; photographing or videoing other students performing indecent acts and child sexual exploitation in which children are sexually exploited for money, power or status.

TASIS England recognises that abuse, neglect and safeguarding issues are rarely covered by one label. In most cases, multiple issues will overlap. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The National Society for the Prevention of Cruelty to Children (NSPCC) offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools can also access broad government guidance via the GOV.UK website: https://www.gov.uk/.

Protection: Staff are supported to respond appropriately to all safeguarding concerns following our procedures. We encourage a culture of listening, identifying and acting on early signs of abuse and neglect, reassessing concerns when situations do not improve to address risks and prevent escalation; ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly to challenge inactivity; and take all appropriate steps to ensure that our school premises are as safe as possible.

Support: We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through:

• the provision of individual counselling, providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate coordinated support and/or Early Help from external agencies.
• operating robust and sensible health and safety procedures along with clear and supportive policies on drugs, alcohol and substance misuse and recognising that children have a right to feel secure and cannot learn effectively unless they do so.

Any adult can harm a child either by action, failure to provide care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination.

Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, or culture, and knowing how to approach adults if they are in difficulty. A bullying incident is treated as
a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Our Safeguarding Children Child Protection Policy is dovetailed with the Behaviour Management, Discipline and Sanctions and Anti-bullying Policies. Whilst the school will work with parents as far as possible, we reserve the right to contact children’s social care or the police, without notifying parents if it is in the child’s best interests. This policy is attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. At TASIS England with the age range of 3 to 18 years we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and radicalisation and extremism. In the early years setting staff are required to look beyond the setting to understand and respond to the needs of young children.

This policy provides staff, volunteers and the Proprietor with the guidance they need to keep children safe in our school and informs parents and guardians how we safeguard their children. TASIS England promotes safe practice and professional conduct to safeguard children and mitigate against the potential for misunderstandings, so teachers and other staff are not vulnerable to allegations. Our faculty and staff maintain an attitude of ‘it could happen here’ about safeguarding. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

**Main Responsibilities of the DSL:** Our Proprietor ensures that a member of the Senior Leadership Team is appointed as DSL and has the appropriate status and authority in the school to carry out the duties of the post. The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place in accordance with DfE guidance), and this is explicit in the role holder’s job description. The DSL has the additional time, funding, training, resources and support to carry out the role effectively. A detailed list of responsibilities for the DSL/Deputy DSL is given in annex C of KCSIE: September 2023 and also in Appendix 3 below.

**Definition of safeguarding from Keeping Children Safe in Education (KCSIE) (DfE: September 2023):** This is protecting children (those under 18) from maltreatment; protecting children’s mental and physical health or development; ensuring that children grow up with safe and effective care, taking action to enable all children to have the best outcomes.

**Underpinning values:** Where there is a safeguarding issue, TASIS England works in accordance with the principles in the Surrey Safeguarding Children Partnership Inter-agency child protection procedures:

- A child’s welfare is paramount. Children have a right to protection from harm, abuse and exploitation;
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child’s cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs;
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances;
- Parents will be advised about the schools Safeguarding Children Child Protection Policy on admission to the school. A copy of this policy is available on the TASIS England website;
- Individual family members should be involved in decisions affecting them. They must be treated with courtesy and respect, working with them in partnership to safeguard children. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by the local authority’s children’s social care Department. Always remember - the welfare of the child is paramount;
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age-appropriate way. The concerns of children and their families should be listened to. However, it may not be possible to respect a child/carer’s wish for confidentiality. If a child may be at risk of significant harm, the school has a duty to share information with children’s social care. This will be explained to the child or family member and appropriate reassurance given;
- Personal information is treated as confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary to protect a child or promote their welfare. Information must be on a strict “need to know” basis;
- Professionals should be aware of the effects of outside intervention upon children and family life;
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms;
- Sound professional practice is based upon inter-agency collaboration, evidence-based research and effective supervision and evaluation.

**The Difference between Safeguarding and Child Protection:** Safeguarding is a broader term than child protection. It encompasses all the elements set out above; child protection is part of this definition and refers to the protection of children who have been harmed or are at significant risk of being harmed. Procedures for child protection are, therefore,
included in the Safeguarding Children Child Protection policy. Where a child is thought to be suffering significant harm, or to be at risk of significant harm, this must be reported to Surrey Children’s Single Point of Access (C-SPA) immediately. The welfare of children who are believed to be in need of additional support must be promoted, even if they are not suffering harm or at immediate risk of harm. Such instances must be addressed through inter-agency assessment using local processes.

Thresholds for Intervention:
If faculty and staff have any concerns about a child’s welfare, they should act on them immediately, following the procedures set out in this policy. We use the SSCP Levels of Need, to help us decide whether or not there are grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if appropriate. Please see Appendix 4 which sets out the process our staff will go through if they have concerns about a child. Options will then include:

- managing any support for the child internally via the schools’ own pastoral support processes;
- an Early Help assessment; or
- a referral for statutory services. This is done by sending a Request for Support Form by secure email to: csmash@surreycc.gov.uk or contact the Single Point of Access (SPA) on 0300 470 9100 to discuss the concerns. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must notify the C-SPA.

If the allegation threshold is NOT met, the LA Designated Officer (LADO) will agree with you an appropriate response (e.g., for the agency to undertake further enquiries or undertake an internal investigation).

If the allegation threshold is met, a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the LADO, HR, police and social care are invited. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g., child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. By building trusting relationships, staff can facilitate communication and know that they can speak to the DSL if they have any concerns about a child.

Early Help: Initially, staff should discuss Early Help requirements with the DSL. The DSL will lead on liaising with other agencies and in setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help Assessment. Early Help in our school allows our students to be supported by a range of external support agencies enabling potential concerns to be addressed to prevent further problems arising. It is the aim of targeted Early Help Services, arranged by the local authority, to address the needs of a child and their family, which focuses on significantly improving the child’s outcomes. Our staff are particularly alert to the potential need for a child who:

- is disabled and has specific additional needs; has special educational needs (with an EHCP or not);
- is showing signs of engaging in anti-social or criminal behaviour, including association with organised crime groups or gangs;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is a young carer; is in a family presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care and/or is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited; is a privately fostered child.

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a 'Team around the Child' (TAC) to assess the child’s needs and decide with the child/family how to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child and their family.

Child in Need - S17 of the Children Act 1989: Section 17 of the Children Act says that an assessment for services should be undertaken by the local authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.
This could include children who self-harm or disclose suicidal ideation.

Child Protection (S47 Children Act 1989): The local authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to others. There is no single criterion for judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context and its duration. To understand and evidence ‘significant harm’, it is necessary to consider the family context, together with the child’s development within their wider social and cultural environment. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child’s physical, psychological and social development. If staff or volunteers have significant concerns about any child they should make them known to the DSL. A referral to children’s social care will be made immediately if there is risk of immediate harm to a child. If a crime may have been committed, it will be reported to the police. Anyone can make a referral.

Working with our Safeguarding Partners: TASIS England will work with children’s social care, the police, health services and others to promote the welfare of children and protect them from harm. This includes providing an offer of Early Help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We allow access for children’s social care from the host local authority and from placing local authorities, for that authority to consider whether to conduct a section 12 or a section 47 assessment.

Contextual Safeguarding: At TASIS England, we recognise that young people’s behaviours, levels of vulnerability and levels of resilience are all informed by the social, public and private, contexts in which young people spend their time. When in these extra-familial contexts young people may be exposed to healthy norms which promote pro-social relationships, or harmful norms that are conducive to abusive and exploitative relationships.

We identify, assess and intervene where possible in all of the environments where abuse and exploitation of young people can occur – in essence to take a ‘contextual’ approach to safeguarding. For example, our school leadership works with professionals and student body to challenge harmful, gendered school cultures, thus improving the school environment. Additionally, promote a culture of safety with the curriculum and around the school regarding students’ online activities – a place where young people spend an increasing amount of time, raising their vulnerability to potential abuse. We will provide as much contextual information as possible to children’s social care when a referral is made. Please visit https://www.contextualsafeguarding.org.uk/ for more information.

The Student Voice: TASIS England ensures that the student voice contributes to keeping children safe and that the school, community and home are safe for students. Young people at TASIS England are encouraged to use the Student Voice Page, available on the student’s Learning Management System (LMS). The Student Voice Page allows students to anonymously report concerns about themselves, friends or geographical location within their school, community or home (during periods of remote learning). Reports of this kind will be triaged by the DSL who is responsible for ensuring that such matters are dealt with in a timely and age-appropriate manner, within the parameters set by the Surrey Effective Family Resilience Model. Where a student is identified, a report will be created on the Child Protection Online Management System (CPOMS) and the CPOMS incident number referenced on the Student Voice Page. Any follow-up actions will be recorded on the child’s safeguarding file using CPOMS. If a concern around an area of the community is raised, we will work with multi-agency partners to share the detail of the concern.

If a report is made about a member of faculty, staff adult or volunteer in the school. The school will follow its normal procedure for managing allegations against adults working within the school and make a referral to the LADO. If the adult is unnamed, the Head of School will assess the information and decide whether to notify the LADO. Students are reminded that the Student Voice Page is an additional tool for reporting concerns, and that faculty/staff are available to listen to concerns and worries.

Serious Violent Crime and Serious Violence: Our staff are aware of the indicators that children may be at risk from, or are involved with, serious violent crime. These include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, criminal networks or gangs and may be at risk of criminal exploitation. All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. If staff suspect that a student is at risk of serious violence, this will be reported to the DSL immediately. The school follows the Home Office guidance on Advice to schools and colleges on gangs and youth violence.

TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.
Concerns and allegations of abuse made against other children (Child-on-child Abuse inclusive of sexual violence or harassment and banter) – Please see our Child-on-Child Abuse, including Sexual Violence and Sexual Harassment Policy for more details including the latest DfE Guidance within Keeping Children Safe in Education: September 2023. We recognise that some students will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Anti-Bullying (including cyberbullying) and Behaviour Management Policies. Staff are clear about policy regarding child-on-child abuse and are trained to manage a report of child-on-child sexual violence and sexual harassment. The school understands that, although we may have few or even no reported cases of child-on-child abuse, such abuse may still be taking place and simply not being reported.

We recognise the gendered nature of child-on-child abuse (that it is more likely that girls will be victims and boys’ perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously. This includes where there may be a significant gender imbalance in the school and its boarding provision. We have a zero-tolerance approach to abuse, and it should never be tolerated or dismissed as ‘banter’, ‘part of growing up’ or ‘boys being boys’. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children, and in worst case scenarios a culture normalising abuse, leading to children accepting it as ‘normal’ and not reporting it. Child-on-child abuse can take many forms, including:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

When dealing with child-on-child abuse, we follow the safeguarding documents, Keeping Children Safe in Education (DfE: September 2023) and Working Together to Safeguard Children (2022). The Proprietor is aware of their obligations under the Human Rights Act and the Equality Act alongside our local multi-agency safeguarding arrangements and Public Sector Equality Duty. This includes careful consideration to how the school supports our students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race (KCSIE 2023). Additionally, we use a Child-on-child Abuse toolkit to support staff in safeguarding our students. Sexualised abuse, including verbal abuse by peers, is a safeguarding issue and included in the school’s approach to safeguarding. If the school receives an allegation of abuse by a student(s) outside of the school premises, our safeguarding principles remain the same, and we may still carry out a referral to children’s social care.

However, where there is ‘reasonable cause to suspect that a student is suffering, or likely to suffer significant harm, the concern must be reported to the DSL immediately, who will then refer to Surrey Children’s Services C-SPA (Children’s Single Point of Access). A factual record should be made of the concern or allegation, but no attempt should be made at this stage to investigate the circumstances. A copy of the discussions and outcomes will be kept in both school’s Anti-Bullying (including cyberbullying) and Behaviour Management Policies. If the school receives an allegation of abuse by a student(s) outside of the school premises, our safeguarding principles remain the same, and we may still carry out a referral to children’s social care.

- effective implementation of our school’s usual safeguarding and anti-bullying policies and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue;
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the local Safeguarding Children Partnership;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children’s social care and/or the police;
- following the advice for practitioners in: What to do if you’re worried a child is being abused;
- effective information sharing with any agencies or other professionals involved;
• where allegations of abuse or assault have been made against one or more students, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, if appropriate) should be carried out to ensure the safety of all students and that both alleged victims and perpetrator(s) receive appropriate support.

• decisions arising that might include, for example, whether the accused student should be removed from school for a period of time, or from certain classes; whether contact with certain individuals should be prevented or supervised,

• the availability of counselling, the adequacy of arrangements for listening to children etc.;

• good record keeping of related conversations, meetings and communications.

Minimising the risk of child-on-child abuse: At TASIS England, we recognise the variety of students’ backgrounds and cultures who attend the school and as such, the requirement for us to promote students to respect, tolerate and show goodwill toward each other. We recognise that where the school provides boarding accommodation for students, there are additional risks of child-on-child abuse. We have employed several procedures to help minimise the risk of child-on-child abuse, with the majority of these focusing on educating our students about what is and is not appropriate in all forms of relationships with their peers both within the school and boarding accommodation. As part of our PSHEE and Relationship and Sex Education (RSE) lessons, we promote healthy and respectful peer-to-peer communications and behaviours between our students and provide an environment which challenges inappropriate behaviour. We teach our students to look out for potential signs that there may be an imbalance in power or control, the importance of permission-seeking and giving in relationships with friends, peers and adults and what to do to seek support. We make it explicit to our students what constitutes sexual harassment and sexual violence and why these are always unacceptable. We also teach out students about types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Faculty and staff also understand that children may be reluctant to report child-on-child abuse when it occurs on social media platforms or gaming sites which they might regard as inappropriate. It is made clear that any instances of child-on-child abuse will be handled with a view to protecting pupils, irrespective of the medium.

Sexual Violence and Sexual Harassment between children: At TASIS England, we take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault, all types of sexual violence. All allegations of sexual violence will be reported to the police, in parallel with the Sexual Offences Act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. In addition, we define sexual violence as ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children of any age and sex. Both sexes may be affected, although girls are more likely to be victims and boys are more likely to be perpetrator(s). Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online or face to face (both physically and verbally) and are never acceptable. We recognise that children with SEND are likely to be more vulnerable (especially where a student with SEND, is a boarding student). TASIS England is aware that online sexual violence or sexual harassment can be more complex, such as non-consensual sharing of sexual images; sexualised online bullying; unwanted sexual comments including on social media; and sexual exploitation, coercion and threats. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual violence and harassment can occur both online and offline, both physically and verbally. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bi, queer or transgender children are at greater risk. Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual “jokes” or taunting;

• upskirting;

• physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment, which might include: non-consensual sharing of nude and semi-nude images and or videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Responding to reports of sexual violence and sexual harassment: Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Children may not find it easy to tell staff about their abuse verbally and that staff may be informed by a third party or through
behaviour indicators of the victim. We understand the importance of the schools’ role in acting upon any concerns immediately and making sure all victims-survivors are reassured and that they are being taken seriously, regardless of how long it has taken them to come forward. Though it may not be necessary to report one-off issues of sexual harassment to the police, each allegation of abuse will be taken seriously, and the Designated Safeguarding Lead will still refer these allegations to children’s social care, who will support the school in deciding whether the victim or alleged perpetrator(s) are in need of protection or other services. However, all allegations of sexual violence will be reported to the police, in parallel with children’s social care. Though children’s sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage. Harmful Sexual Behaviour (HSB) can occur online and/or face-to-face. The Brook sexual behaviours traffic light tool is used to help us consider harmful sexual behaviours.

Reports of sexual violence are often complex and require difficult decisions on a case-by-case basis, with the DSL taking the lead, supported by agencies such as children’s social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

Actions following a report of sexual violence and/or sexual harassment: A factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children’s social care and/or the police. Every report will be considered on a case-by-case basis. Additionally, cases of rape, assault by penetration or sexual assault should be passed to the police. Victims-survivors will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor will they be made to feel ashamed. We explain to our students that the law is in place to protect children and young people rather than criminalise them. The DSL will follow the advice for practitioners in What to do if you’re worried a child is being abused, will follow through the outcomes of the discussion, and if so advised by children’s social care, will make a formal referral if the incident meets the referral threshold set by the Local Safeguarding Children Partnership, ensuring effective information sharing with any agencies or other professionals involved. The DSL will ensure good record keeping of related conversations, meeting and communications. A copy of discussions and outcomes will be kept securely. Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL. Where an incident between two students takes place away from the school, our duties and procedures remain the same.

School faculty and staff are trained as per Part One of KCSIE 2023 on how to manage a disclosure and are aware of anonymity when an allegation is progressing through the criminal justice system. TASIS England will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. The DSL will make an immediate written risk and needs assessment where there has been a report of sexual violence, considering the victim, alleged perpetrator(s) and other children and staff at the school (including actions to protect them). Where there has been a report of sexual harassment, a risk assessment should be considered on a case-by-case basis. Risk assessments will be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required and should be used to inform the schools’ own risk assessment. TASIS England will consider any report of sexual violence or harassment and will act in the best interests of the child. TASIS England will also consider carefully when to inform the alleged perpetrator(s), and this may be discussed with relevant agencies. Staff may be expected to participate in any Early Help assessment, child protection enquiry, strategy discussion or other outcome, following a referral.

With any report of sexual violence and/or harassment, the DSL will consider:
- the wishes of the victim in terms of how they want to proceed. Victims-survivors will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: if a crime may have been committed and harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children, including age gaps or differences in maturity, cognition or understanding (including SEND or learning difficulties);
- if the alleged incident is a one-off or a sustained pattern of abuse;
- intra familial harms and any necessary support for siblings following incidents;
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- whether there are ongoing risks to the victim, other children, adult students or school staff and

TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. 
Managing the report: The schools’ response is underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions will be recorded. Dependent on the disclosure of sexual violence or sexual harassment, the school will consider the following courses of action:

- **Managing internally:** in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally, without the involvement of Early Help, following our behaviour management policy;
- **Involve Early Help:** when a report may not require the use of statutory intervention, involving Early Help is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- **Referral to children’s social care:** in cases where there has been harm, or there is a risk of harm, or there is an immediate danger, a referral will be made to C-SPA. Parents or carers will generally be informed of this, unless there is a clear reason not to at this stage. A risk and needs assessment will also be produced at this stage;
- **Reporting to the police:** in cases where rape, assault by penetration or sexual assault is reported. TASIS England will not wait for the outcome of a police investigation before protecting the victim, perpetrator(s) and other children in the school. The DSL will work with the police to ensure that this does not jeopardise the police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through our behaviour policy.

It is important for TASIS England to ensure victim(s) and perpetrator(s) are protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty TASIS England will continue to support the victim & perpetrator(s).

**How victims-survivors of child-on-child abuse will be supported:** All students involved, whether perpetrator(s) or victim-survivor(s), are treated as being ‘at risk’; a thorough risk-assessment and risk-based decision-making (with the advice of statutory authorities, where appropriate) will be carried out to ensure the safety of all students. For example, whether the accused student should be removed from school for a period, removal of the alleged perpetrator(s) from classes and any transport etc which is shared with the victim-survivor, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring students to an external safeguarding agency like Childline and NSPCC and the adequacy of arrangements for listening to children etc. We recognise that any actions taken will be in the best interests of both children and is not perceived to be a judgement of guilt of the alleged perpetrator(s). Additionally:

- Support for the victim-survivor will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator(s) may have unmet needs themselves.
- The needs and wishes of the victim-survivor will be paramount, and they will be able to continue their normal routine as far as possible, so that school is a safe space for them.
- TASIS England will be prepared to support a victim-survivor over a long period of time.
- TASIS England will do everything possible to protect victim-survivors from bullying or harassment as a result of any report they have made.
- Where the victim-survivor or perpetrator(s) moves to another school the new establishment will be made aware of ongoing needs.
- TASIS England must ensure the victim-survivor is safeguarded but still provide the perpetrator(s) with an education and support as necessary.
- TASIS England may discipline the alleged perpetrator(s), including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions.
- TASIS England will be clear about when their actions are to support the victim-survivor or perpetrator(s), and when their actions are to discipline the perpetrator(s) for their past conduct.
- A student against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the school’s policy on behaviour, discipline and sanctions will apply.

If it is necessary for a student to be interviewed by the police about allegations of abuse, the school will ensure that, subject to the advice of children’s social care, the student is supported during the interview by an appropriate adult and their parents are informed as soon as possible. Usually, the DSL will try to discuss any concerns about a child’s welfare with the family and seek their agreement to making a referral to C-SPA if necessary. However, in accordance with DFE guidance, this applies only when it will not place the child at increased risk. The child’s views will also be taken into account.

In the case of students whose parents are abroad, the student’s Education Guardian will be requested to provide support to the student and to accommodate them if it is necessary to exclude them during the investigation.

TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential
Where neither children’s social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned. We draw upon the support offered by The National Organisation for the Treatment of Abusers (NOTA) to support staff training on Sexual violence and Harassment between peers.

When a student is in need of urgent medical attention and there is a suspicion of abuse, an ambulance should be called. If the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify C-SPA and seek advice about what action the C-SPA or the police will take and how the parents will be informed. Usually, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the C-SPA and the police can liaise with the hospital, unless the needs of the child make medical attention is the priority. There must be a responsible adult with the child at all times, whether from the school, C-SPA or the police, if the parents are not included. All unnecessary delays should be eradicated, and inaction can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The school will not investigate allegations without first gaining the agreement of the DOFA (Designated Officer for Allegations). In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

**Working with parents and carers:** TASIS England will, in most cases, engage with the parents of both the victim-survivor and the perpetrator(s) and consider what information they provide. It is good practice for the school to meet the victim-survivor’s parents with the victim-survivor present to discuss safeguarding arrangements and also good practice to meet the perpetrator(s)’s parents to discuss what arrangements are being put in place, such as moving them out of classes. Where there are reservations about involving the child’s family, the DSL should clarify with the C-SPA or the police whether, when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation. Where a student’s parents are abroad, the student’s Education Guardian will be requested to provide support to the student and to accommodate them if it is necessary to exclude them during the investigation.

**Supporting witnesses of sexual violence or sexual harassment:** Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, children are likely to take “sides”. The school will do all it can to ensure the victim-survivor, alleged perpetrator(s), and any witnesses, are not bullied or harassed. Social media is very likely to play a significant role in the fall out from any incident or alleged incident. There is the potential for contact between victim-survivor(s) and alleged perpetrator(s) and a very high likelihood that friends from either side could well harass the victim-survivor or alleged perpetrator(s) online. When writing a risk-assessment for the students involved in an incident of sexual violence or sexual harassment, we will consider whether any additional potential support is needed to keep all our students safe.

Safeguarding is everyone’s responsibility. It applies to all who work, volunteer, learn, or supply services to our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a student is at risk of significant harm or in need of support services. All staff and volunteers should be alert to students at risk of being radicalised or drawn into extremism or Child Sexual Exploitation whether from an adult or another student (further details of these signs are in Appendix 1).

They are expected to make themselves available for appropriate training if necessary out of normal school hours.

**Public Displays of Affection (PDA):** We recognise that students may develop deep personal relationships in school and in boarding. Staff and volunteers are particularly aware of the potential for abuse by peers in a boarding environment and students in the boarding community have privacy guidelines and avenues through which they can express concern.

**SPECIFIC ISSUES RELATING TO SAFEGUARDING**

**Teaching students how to Keep Safe (Educating students about safeguarding and radicalisation including the delivery of the Prevent Strategy):** Our school ensures that students develop a clear understanding both of safeguarding issues and what they
may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation: our programme for PSHEE supports this process as part of a broad and balanced curriculum. Within our PSHEE curriculum, we have a programme for Relationship and Sex Education (RSE) which includes issues such as:

- Sharing nude or semi-nude images, banter, sexual assault between young people and gender-based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong and addressing cultures of sexual harassment;
- keeping safe whilst online and
- information on the grooming process and how to protect themselves including online, and how to get help.

We ensure that our students (especially those who are boarding at the school) are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. We make it clear to all of our students that sexual relationships between students are strictly prohibited. If a student is having a sexual relationship with another student at the school, TASIS England will follow the statutory and legal guidance in line with KCSIE 2023. Through our school values, we encourage students to respect others. Age-appropriate anti-bullying lessons are held and include the risks of cyberbullying, online safety, and child-on-child abuse, including how victims-survivors will be supported. The school also has a transition programme for students moving to the next stage of schooling (Grade 8/12) with considerations like personal safety and independent travel.

Additionally, when appropriate, subjects in the curriculum and co-curriculum activities will be used to reinforce these messages. We follow the standards for safeguarding and protecting children in sport stated by the NSPCC Child Protection in Sport Unit - NSPCC Standards for Safeguarding in Sport. If a member of staff becomes aware of an allegation or suspected case which involves sharing nude or semi-nude images, inappropriate banter or sexual assault between students, gender based or otherwise, this will be regarded as a safeguarding concern and reported to the Designated Safeguarding Lead, who will consider the allegation. Depending on the severity of the case, this may involve the school’s anti-bullying procedures or the parents of the student(s). In the case of serious harm, a referral to Surrey C-SPA will be completed and the police are informed from the outset.

Within Spiritual Moral, Social and Cultural (SMSC) development, we instill in students’ values that build resilience and prevent radicalisation and extremism. We explore what extremism might look like and how this threatens peace. We build resilience to radicalism by providing a safe environment for debating controversial issues. We promote British Values within our SMSC and create an environment in which students know they are listened to and valued. We educate our students to reject violence and cruelty in any form, whether it be from extremist influenced groups, racist and fascist organisations, or any other extremist group.

Racist Incidents: Our Single Equalities Policy and Race Equality Policy, supported by our Behaviour/Anti-bullying policies, acknowledge that repeated racist incidents or a single serious incident can lead to child protection considerations. We record any racist incidents.

Emerging Technology including the Internet and the use of social media:
Online Safety (Please see our Online Safety Policy for more details): Our students increasingly use electronic equipment on a daily basis to access the Internet and share content and images via social media sites. Unfortunately, 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 sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those, which promote extremist behaviour, criminal activity, suicide or eating disorders. The school E-Safety Coordinator is John Arcay, who works closely with the DSL, who takes lead responsibility on online safeguarding matters. We have an effective whole school approach to online safety which empowers us to protect and educate our students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate concerns where appropriate. The Proprietor and the Senior Leadership Team ensure that students are safe from harmful and inappropriate content including terrorist and extremist material when accessing the internet on school systems through appropriate filtering, internet safety rules and online safety education in line with our Online Safety and Cyberbullying policies. We ensure our approach to online
safety is compliant with the **Filtering and Monitoring Standards** and this is reviewed regularly to ensure effectiveness. Our Online Safety Policy details the actions and behaviour required from students and members of staff to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Our key message to keep students and young people safe are promoted and should be applied to online and offline behaviours.

However, we are careful to ensure “over blocking” does not lead to unreasonable restrictions. We have a whole school approach to online safety, including a clear policy on the use of mobile technology. We ensure staff are appropriately trained in online safety and consider carefully how to measure mobile data (3G/4G/5G) usage on the school premises including the management of students’ devices and the content they may have on them (please also see our Acceptable Use of Mobile Phones and 3G/4G/5G compatible devices policy located in the Online Safety policy). As part of staff training, staff are made aware of how to escalate concerns they may have about a student in relation to online safety.

In planning curriculum input on online safety, we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our students so that all students are enabled to access this input effectively. We acknowledge that as well as providing a variety of positive opportunities, the use of technology has become a significant component of many safeguarding issues and can provide the platform that facilitates exploitation of children and young people. This includes the rise of harmful online challenges and online hoaxes, which the school educates about within our online safety curriculum. The breadth of issues classified within online safety are considerable but can be categorised into four areas of risk:

- **CONTENT**: being exposed to illegal, inappropriate or harmful content
- **CONTACT**: being subjected to harmful online interaction with other users
- **CONDUCT**: personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying
- **COMMERCE**: risks such as online gambling, inappropriate advertising, phishing and or financial scams

Staff are in regular contact with parents and carers, communicating the requirements of students’ online usage, including which online resources students are required to use for their studies and who, from the school, they may be interacting with. Staff also support parents and carers in providing links to current advice and guidance on internet-safety, including social media and online radicalisation risks through Internet Matters, and the National Child Exploitation and Online Protection Command (CEOP) [https://www.ceop.police.uk/Safety-Centre/](https://www.ceop.police.uk/Safety-Centre/).

**Information and support:** There is a wealth of information available to support us in keeping children safe online. The following is not exhaustive but should provide a useful starting point: www.disrespectnobody.co.uk; www.ceop.police.uk; www.saferinternet.org.uk; www.internetmatters.org.uk; www.pshe-association.org.uk; www.educateagainsthate.com; [https://www.gov.uk/government/publications/teaching-online-safety-in-schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)

**Safer Recruitment, the Single Central Register (SCR):** (Please also refer to our Safer Recruitment Policy) Our school operates safer recruitment procedures (in accordance with Part Three of KCSIE 2023) including required pre-appointment checks on teaching and non-teaching staff, volunteers, the Board of Directors, supply staff, contractors and other individuals working around students. In accordance with the full requirements of the SCR, before starting work, these checks are recorded, and shortlisted candidates are informed by the school that online searches may be carried out as part of due diligence checks. Referees will also be asked to confirm that the applicant has not been radicalised and doesn’t support terrorism or any form of extremism. Checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Through risk assessments, the school also ensures that appropriate checks have been made on the staff of organisations working with our students on external trips and visits, including adults who supervise students on work experience (career shadowing program). In any case where required documentation is unavailable or checks are incomplete prior to the starting date for any member of staff or adult who may have access to students, a risk assessment will be carried out to determine a course of action, e.g., allowing supervised access for a specified period or postponing the starting date.

**Safeguarding arrangements for staff employed by another organisation:** We ensure procedures are followed to enable appropriate student protection (including DBS checks) and are applied to staff employed by organisations in contact with school students (including obtaining written confirmation that DBS checks are completed), including working on another site (please see policy on Educational Visits). TASIS England will obtain DBS checks on contractor staff, who also receive safeguarding...
training from the DSL. The school will never cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. The Head of school/Board of Directors will discuss with the supply agency whether it is appropriate to suspend the supply teacher subject to an allegation or concern, or redeploy them to another part of the school, whilst an investigation is carried out. The school, in co-operation with the LADO, police and/or children’s social care and the supply agency, will usually take the lead on an investigation of this nature.

Visitors and visiting speakers: Safeguarding and prevent duty checks upon visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor’s badge. They will not be allowed unsupervised access to students. The school maintains a visitor’s book and log with security and School Office. All visitors must sign in on arrival and sign out on departure and are escorted whilst on school premises by a member of staff or appropriately vetted volunteer. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged or reported to the Head of School or School Office.

We have protocols to ensure that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or students, are suitable and appropriately supervised; this will if appropriate include a barred list check and internet search. At TASIS England, speakers are never left alone with students. The interaction between the Prevent requirement to check speakers and KCSIE 2023 is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or unprescribed checks on volunteers. In accordance with ISSR, checks are recorded in the SCR by reference to considerations such as role, frequency, supervision, payment and employment by another organization.

The Prevent statutory guidance: We have clear protocols for ensuring that visiting speakers sign a confirmation that they understand our Prevent duties as a school and agree to speak and act within the letter and spirit of these duties. If a visiting speaker works for an organisation then the organisation will provide a letter prior to the visit confirming their suitability to speak to our children. Where this is not possible then an internet search will be carried out. All visiting speakers are included in our Visiting Speakers log. The interaction between the Prevent requirement to check speakers and KCSIE 2023 is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers.

Preventing Extremism and Radicalisation: (Also please refer to our Preventing Extremism and Radicalisation Policy and also Appendix 1 of this policy). TASIS England will also ensure that we can ‘demonstrate activity’, as required by the statutory guidance, in the following key areas: risk assessment of students being drawn into terrorism, including support we can provide to students identified as being at ‘risk of radicalisation’ and make an appropriate referral, which can include Channel or KCSIE 2023 is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or unprescribed checks on volunteers. In accordance with ISSR, checks are recorded in the SCR by reference to considerations such as role, frequency, supervision, payment and employment by another organization.

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Protecting students from the risk of radicalisation is seen as part of TASIS England’s wider safeguarding duties and is similar in nature to protecting students from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We consider the level of risk of students identified as being at ‘risk of radicalisation’ and make an appropriate referral, which can include Channel or children’s social care. The Board of Directors, Head of School and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments 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.

Our Prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying students who may be at risk of radicalisation, including support we can give.

Prevent duty: The DSL receives appropriate training, in accordance with annex C of KCSIE at least every two years to:
- Provide advice and support to members of staff on protecting students from radicalisation;
- Equip staff through Prevent, Channel and other appropriate training to identify and assess students at risk of being drawn into terrorism and to challenge extremist ideas;
- Liaise with those responsible for Personal, Social, Health and Economic Education (PSHE), Spiritual, Moral, Social and

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Cultural (SMSC) assembly and other appropriate curricular programs actively to promote British Values and to teach students about the dangers of radicalisation and extremism; and

- Liaise with those responsible for the school’s electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Mobile phones, cameras and electronic devices: Staff should not use personal mobile telephones in the presence of students and must never use personal cameras for taking or storing images or recordings of students. Any images or recordings should only be taken, edited or stored on school computers with the express permission of the Head of School. Photographs or recordings should only be made where there is a legitimate school purpose. Students’ privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Head of School or parents of the student involved. The schools’ Acceptable Use Policy sets out the expectations for students and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of students other than a school camera or school-issued phone. This is in line with the whole-school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. EYFS mobile phones are to be kept safely away from areas frequented by children during the school day. Parents and visitors are not allowed to use mobile phones, which should be turned off on our school campus.

The Staff Induction Policy for EYFS reminds staff that they must lodge their mobile phones in the School Office (where they may be used during the school day) and only cameras provided by the school may be used to capture images of children (for use in the learning journey and other legitimate record keeping). The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. The following is not exhaustive but should provide a useful starting point: www.disrespectnobody.co.uk, www.ceop.police.uk, www.saferinternet.org.uk, www.internetmatters.org, www.pshe-association.org.uk, educateagainsthate.com, www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

EYFS—Additional requirements: This Safeguarding Policy, which applies to the whole school, also applies to the EYFS and details our procedures for safeguarding in the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse that is alleged to have taken place on the premises and of the action taken in respect of these allegations. Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a student’s behaviour, deterioration in well-being, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children. EYFS mobile phones are to be kept safely away from areas frequented by children during the school day. Parents and visitors are not allowed to use mobile phones, which should be turned off on our school campus.

Disqualification under the Childcare Act 2006 as amended 2018 - (Early Years and later years provision): Any member of staff, volunteer or student on placement working with children aged under eight during, pre-or after-school childcare, will be required to self-declare that they are not disqualified under the Childcare Act. We identify and record which staff are covered by this. We also remind all staff about the expectation to inform the school where their relationships and associations, both within and outside the workplace (including online), may have implications for the safeguarding of children in the school.

Induction and On-going Training for all staff, temporary staff, volunteers, the Head of School and the Proprietor (Board of Directors) in line with SSCP advice: Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with SSCP criteria, as required by KCSIE 2023. TASIS England uses Surrey’s Keeping Children Safe—Safeguarding Training Pathway as the guide for which training staff should receive. All staff are provided with copies of key documents, which they are required to understand. For staff that cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British Values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware of the systems that support safeguarding in our school, and these are explained to them, as part of their staff induction as well as on-going training.
We assist staff in understanding and undertaking their roles and responsibilities as set out in Part 1 and annex B of KCSIE. This includes talking new staff through the content of Part One in a level and depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted. All staff undertake Prevent awareness training and are able to refer students to the DSL for further help. Staff are informed of arrangements to listen to students by the use of counsellors, listeners, helplines and other systems to gain views and insight. We work in partnership with local Prevent coordinator. When available in our local authority, Workshop to Raise Awareness of PREVENT (WRAP) training will be provided for all staff. Our safeguarding training for the Board of Directors equips them with the knowledge to provide a strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole-school approach to safeguarding.

In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required but at least annually, providing them with the relevant skills and knowledge to safeguard students effectively. In addition, our weekly staff newsletter, the TASIS Times, includes a Safeguarding section for safeguarding updates and reminders, and safeguarding is a standing agenda item at the beginning of weekly school section meetings. Our faculty and staff are also made aware of the Early Help process and understand their role in it. This includes identifying emerging problems, liaising with the DSLs, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment. Our faculty and staff are made aware of the process for making referrals to C-SPA and statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary.

Our faculty and staff receive annual online safety training which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (including at Induction) highlighting key requirements from our online safety policy. Online safety training for faculty and staff is integrated, aligned and considered as part of the overarching safeguarding approach. Our staff are also made aware of the Early Help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

Following consultation with the Surrey Safeguarding Children Partnership (SSCP), all staff members and the Proprietor will undertake appropriate child protection training regularly i.e., every 3 years as a minimum for all staff (TASIS England provide an annual update to all staff), with the DSL and Deputy DSL attending training every 2 years in line with requirements within KCSIE 2023 inter-agency working. Such training will include local inter-agency protocols and training in the SSCP approach to Prevent duties. Prevent training is included at the beginning of school year In-Service Training (INSET); we liaise with SSCP who provide the training.

The Board of Directors receive online safety training as part of their safeguarding training – this training is not the same as that for faculty and staff and focuses on their role and responsibilities regarding online safety and the school’s online safety procedures. The Board ensure that our delivery is effective and that our approach to online safety is robust.

**Children who are particularly vulnerable:** TASIS England recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. Using the Department for Education’s definition, Vulnerable students are those who have a ‘Child in Need’ Plan or a Child Protection Plan, or who are a Looked After Child; those who have an EHCAP, young carers and those identified as vulnerable by children’s social care, including adopted children. A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

We understand that this increase in risk is due to more societal attitudes and assumptions or child protection procedures, which fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances. Particular vigilance will be exercised in respect of students who are the subjects of Child Protection Plans and any incidents or concerns involving these students will be reported immediately to the allocated Social Worker (and confirmed in writing). If a student has disclosed witnessing domestic violence or it is suspected that the student may be living in a household that is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to children’s
social care and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

In some cases, possible indicators of abuse such as a child’s mood, behaviour or injury might be assumed to relate to the child’s impairment or disability rather than giving a cause for concern. Or a focus may be on the child’s disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers; lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

**Safeguarding disabled students and students with medical conditions:** Our staff are aware that disabled students (especially those who board at TASIS England) experience greater risks, vulnerability and barriers to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled students may be more vulnerable to child-on-child abuse or abuse from adults because it could be assumed that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration; they may have fewer outside contacts (isolation) than other students; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services or; be more vulnerable to child-on-child abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of students including those students with longer term medical conditions or disabilities and offer additional pastoral support to these students.

**Listening to the wishes of students and young people:** If the school becomes aware of a safeguarding concern, the school will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide, though the school will operate with the best interests of the child at heart. If TASIS England believes that a child is at ‘risk of harm’ or ‘in need’, a referral to the C-SPA will be completed regardless of the child’s or parent’s wishes. We believe it is critical that our students have an adult who they can trust and TASIS England ensures that there are appropriate systems so students know whom they can turn to, and that staff will listen to them. These include: The School Council; Teachers; School Nurses, Therapists, and helplines such as NSPCC and the Childline. TASIS England actively encourages a sensitive and open ‘listening’ environment in which staff and students may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school’s Whistleblowing Policy if they have any concerns about the handling of safeguarding matters either in general or in specific cases, should they feel unable to raise concerns regarding child protection failures internally.

**Looked After Children:** The Head of School will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant local authority to ensure prompt action is taken where necessary to safeguard these children. The designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales. This includes the child’s Social Worker and Virtual Head, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child’s legal status. In our school this person is Andrew Bowden (Deputy Houseparent and P.E Teacher) See: [https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children](https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children)

**Student Mental Health** (Please also refer to the TASIS England Mental Health Policy): TASIS England takes its responsibilities towards students that may be experiencing mental health difficulties seriously. We provide support including having links with Therapists, Psychiatrists and the National Health Service (NHS). Our school counsellors meet with and support students throughout their TASIS England journey. The staff team being responsible for the safety and wellbeing of students operate an ‘open door’ policy to encourage students to seek help themselves and for staff to refer any concerns, so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the student’s safety within school and adhere to any advice and guidance we are given. We want to make sure our students are happy, healthy and thrive and understand we all need a little help from time to time with the busy and stressful lives we have today. We ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst we refer students to trained professionals for a diagnosis of a mental health problem, our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where
children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, we recognise this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, our safeguarding procedures are followed, by speaking to the DSL.

Students Missing from Education (Please also refer to Student Missing Education & Missing Students Policy): Our staff will follow the school’s separate procedures for dealing with students who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. TASIS England will put in place appropriate safeguarding policies, procedures and responses for students who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. It may indicate early intervention is necessary to identify the existence of any underlying safeguarding risk and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. More information can be found in ‘Statutory guidance on students who run away or go missing from home or care’ and KCSIE 2023.

We will follow-up unexplained absences of any student with a telephone call from the school on the morning of the first day of absence and notify children’s social care if there is an unexplained absence of more than two days of a student who is on the student safeguarding register. Wherever possible, we will hold three emergency contact details for each student to make contact with a responsible adult if necessary. The DSL shall also inform the applicable local authority of any student who has been absent without the school’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. Additionally, the DSL will notify the applicable local authority (within which the student resides) when not at TASIS England, of any student who is going to be deleted from the admission register. We will follow-up unexplained absences of any child with a telephone call from the school on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a student who is on a Child Protection Plan. Unauthorised absence procedures will be followed where a child or young person:

- has 10 days of more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/or
- has not taken up an allocated school place as expected and/or
- is in custody for a period of more than four months due to a final court order and TASIS England does not reasonably believe they will be returning at the end of the period or, has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than the time of deleting the students’ name from the register. This will assist the local authority to fulfil its duty to identify students of compulsory school age who are missing in education and follow up with any student who might be in danger of not receiving an education and who might be at risk of abuse or neglect. We comply with the directives received from the local authority and the DfE with regard to reporting children who have left TASIS England or are missing from education.

Notifiable Incidents: This is an incident involving the care of a student, which meets any of the following criteria:

- A student has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after student has died (including cases where abuse is not known or suspected);
- A student has been seriously harmed and abuse or neglect is known or suspected;
- A student in a regulated setting or service has died (including cases where abuse is not known or suspected).

Any such incident should be reported to Surrey’s Child Death Review Coordinator at the Surrey Safeguarding Children Partnership (SSCP) Child Death Overview Panel (CDOP) on 01372 833319 or 07818 046748 Email: CDOP@surreycc.gov.uk and syheartlandsccg.surreycdop@nhs.net. Ofsted and the DfE along with the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) in accordance with the regulations of 2013.

Children at risk of running away or going missing: TASIS England has a comprehensive Student Missing Education & Missing Students Policy and any staff or volunteer who has concerns that a student may be at risk of running away or going missing should alert the DSL at the earliest opportunity. In the event of a child going missing or running away the Missing Student protocol should be followed. All absences should be accounted for, and registration procedures should be followed for any child not in school without an acceptable reason given.

Students being withdrawn from school: If a student is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and student protection records will be sent

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separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to Surrey C-SPA. Educational records sent to our school concerning a student who is not registered by the parent will be returned and the school advised to refer to their Local Authority Education Welfare Service. A students’ name will only be removed from the school’s Admission Register in accordance with the Child Registration Regulations. Further information is contained in our Admissions Policy.

**Physical Intervention:** Our policy on physical restraint is compliant with DfE Guidance ‘Use of reasonable force in schools’. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We ensure that all staff understand when it is, and is not, appropriate to use reasonable force, to ensure a student does not harm themselves or others and staff understand that the term ‘reasonable’ means using no more force than is needed. We understand that physical intervention of a nature that causes injury or distress to a student may be considered under child protection or disciplinary procedures. Where a student has been or alleges, they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

**Records and the sharing of information with relevant agencies:** Written notes will be kept of all incidents relating to individual students. These may be shared with other agencies. All contact with parents and external agencies relevant to child protection will be logged and kept in confidential records, which are kept separate from educational records and can only be accessed by designated people within the school. The content of child protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to TASIS England are recorded on the Inter-Agency Referral Form. All concerns, discussions and decisions made and the reason for those decisions should be recorded in CPOMS. If in doubt about recording requirements, faculty and staff should discuss this with the DSL. As part of meeting a student’s needs we recognise we have clear powers to share, hold and use information between our professionals and local agencies. As part of meeting a students’ needs we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in Working Together to Safeguard Children (HM Government, 2018). Our Data Protection Officer and DSL provide guidance to staff to ensure they are confident with processing information for safeguarding purposes and also the sharing of safeguarding information without permission where there is a good reason to do so. This may also include withholding information where the serious harm test under legislation is met. Fears about sharing information will not be allowed to stand in the way of the need to safeguard and promote the welfare of children. Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Faculty and Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation. Records concerning allegations of abuse must be preserved for the term of the independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

**CPOMS:** Working alongside our school’s existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. The major benefit to CPOMS is how it brings together all safeguarding and pastoral care concerns to one place, alongside the necessary tools to analyse each student’s situation simply and thoroughly. Every member of staff across the school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Our senior leaders are able to build a chronology around a student and to produce reports as required.

**School website safeguarding statement:** To ensure the privacy and safety of students where children are named, only their first names are given. When choosing photographs for the website, the school is mindful of the way students may appear in them and will not include images which are in any way inappropriate. TASIS England follows a policy of seeking parent, guardian or carer’s permission before using images which show students on the website or in the local press. The list showing students who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about students is published on the website such as surnames or contact details.

"TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential"
TASIS England Faculty and Staff Behaviour Policy (Code of Conduct) - Power, Positions of Trust and Staff Behaviour: Guidance is provided in the TASIS England Faculty and Staff Behaviour Policy (Code of Conduct) and Teachers’ Standards on how adults can ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student (for example, in one-to-one tuition, sports coaching, conveying a student by car, engaging in inappropriate electronic communication with a student, and so on). The Faculty and Staff Behaviour Policy (Code of Conduct) is wide-ranging and covers staff/students’ relationships and communications including use of social media, “breach of trust” and expands on the whistleblowing statement in this policy. It sets out our expectations regarding professional conduct online.

Organisations or Individuals using school premises: The schools may receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for students (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow our safeguarding policy, including informing the LADO. We ensure that any external organisation who is using our school site adheres to the Keeping Children Safe in Out-of-school Settings Guidance.

Corporal Punishment is prohibited for all students. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises. The prohibition applies to all ‘members of staff’. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. Where a student has been or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

Safeguarding arrangements during mandatory school closures/remote working (such as COVID-19): TASIS England considers safeguarding of critical importance at a time when our school is required to close and will do all it can to continue to protect its students and staff, especially those who are vulnerable. This includes arrangements for online/remote learning spaces and the monitoring of attendance to those lessons. Whilst additional arrangements have been established, all the school’s policies, rules and guidelines remain in place and adherence to all statutory guidance is expected. Additional detail regarding the behaviour and conduct of both staff and students, including our arrangements for remote learning and 1:1 meetings can be found in our Safeguarding Arrangements for Remote Working Policy.

School Closure/Remote Working Risk Assessment: As part of our additional safeguarding arrangements, we have developed a ‘School Closure/Remote Working’ risk assessment, which identifies and addresses the risks associated with students being required to stay at home. The mitigation measures devised by this risk assessment will enable the school to ensure we can, as effectively as possible, safeguard students who are not physically at the school. Although not an exhaustive list, below are some specific examples of how staff will safeguard students:

Teaching and support staff will:
- be available during their normal working hours (either full school day or part-time as specified in their contracts) to respond to email and other appropriate work software alerts.
- keep a register of attendance of video lessons and a log of work completed, feeding back concerns in attendance to the DSL.
- attend any relevant meetings via telephone or video conference as requested.
- report any safeguarding or pastoral concerns as normal through CPOMs and follow-up with DSLS as usual.
- know which students/students are vulnerable and will ensure regular contact is made both with the families and the child’s Social Worker (if applicable).

Senior Leadership Team will:
- be available during their normal working hours (either full school day or part-time as specified in their contracts) to respond to email and other appropriate work software alerts.
- establish a system to monitor safeguarding and attendance patterns and respond accordingly where there are concerns for the safety of children.
- attend/chair any relevant meetings via telephone or video conference as requested.
- inform all staff on a regular basis by email of safeguarding training or updates.
- know which students/students are vulnerable and will ensure regular contact is made both with the families and the child’s Social Worker (if applicable).

Safeguarding students engaged in close, one-to-one teaching: We recognise that children may be more vulnerable when working with adults in a close one-to-one teaching provision. Please refer to the TASIS England Faculty and Staff Behaviour
Policy (Code of Conduct) and Teachers’ Standards on how adults can ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student (for example, in one-to-one tuition, sports coaching, conveying a student by car, counselling and so on). The Faculty and Staff Behaviour Policy (Code of Conduct) is wide-ranging and covers staff/students’ relationships (including working alone with students) and communications including use of social media, “breach of trust” and expands on the whistleblowing statement in this policy. The following guidance and arrangements have been taken from our Faculty and Staff Behaviour Policy (Code of Conduct) which aim to safeguard students in one-to-one teaching situations:

- Faculty and staff must conduct themselves professionally in their relationships with students, parents and staff and must not behave in a way that could bring the school into disrepute or risk allegations being made.
- No member of faculty or staff should ever be behind a locked door with a student.
- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the student can be seen through the visibility panel in the door.
- When in a private meeting with a student or one-to-one session, faculty and staff should ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured.
- Faculty and staff will at no time travel unaccompanied outside of the school with students.
- Faculty and staff should ensure that a meeting is arranged during normal school hours when there are plenty of other people about.
- Faculty and staff will avoid sitting or standing in close proximity to the student, except as necessary to check work.
- Faculty and staff must report any incident that causes you concern to the Designated Safeguarding Lead in accordance with the school’s Child Protection Policy, and make a written record (signed and dated); and
- report any situation where a student becomes distressed or angry to the Designated Safeguarding Lead.

Faculty and staff taking medication or other substances: Faculty and staff must seek medical advice if they are taking medication that may affect their ability to care for students, and any staff medication must be securely stored and out of the reach of students at all times.

Whistleblowing: Our Whistleblowing Policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school a positive, safeguarding culture. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Our school has regard to KCSIE (DfE: September 2023) and as a result has clear processes for reporting and recording allegations. The NSPCC whistleblowing helpline is available for staff that do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 or Email: help@nspcc.org.uk

Working in partnership and responding to parents and carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for students. Parents are welcome to approach the DSL if they have any concerns about the welfare of any student in the school. If preferred, parents may discuss concerns in private with the students’ form teacher (Advisor) or the Head of School who will notify the DSL in accordance with these procedures.

Reasons for no longer using a person’s services and reporting to the Disclosure and Barring Service (DBA) along with considering referral to the Teaching Regulation Agency (TRA). If a member of staff or volunteer tenders their resignation or ceases to provide their services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the school in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the TRA as soon as possible if the criteria are met, that is, they have caused harm or posed a risk of harm to a child. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. We would ensure that such reports include as much evidence about the circumstances of the case as possible. We would never use ‘Compromise agreements’ to prevent a referral being made to the DBS when it is legally required, nor an individual’s refusal to cooperate with an investigation.

Our school operates these safeguarding procedures in line with locally agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references that have been used in formulating this policy along with the forms required to be completed when referring to children’s social care and the LADO and the Proprietor’s annual Safeguarding Audit and Review.

Legal Status Documents and References (statutory and best practice guidance):
- This policy is consistent with Keeping Children Safe in Education (KCSIE) (DFE: September 2023) including DFE supplements to KCSIE: Living With Respiratory infections (including covid 19); Safeguarding and Remote Education.
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you’re worried a child is being abused (HM Government)
- Working Together to Safeguard Children (WTtSC) (Inter-agency working) (HM Government: 2018) WTtSC also refers to non-statutory but important advice, Information sharing advice for practitioners providing safeguarding services along with the Disclosure and Barring Service (DBS) Behaviour Policy
- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Prevent Duty Guidance: for England and Wales (July 2015 updated April 2021) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
  - The Prevent duty: Departmental advice for schools and childminders (June 2015)
  - Filtering and monitoring standards for schools and colleges (DFE: 2023)
  - Cyber security standards for schools and colleges (DFE: 2023)
  - The use of social media for on-line radicalisation (July 2015)
  - The Children ACT 1989 guidance and regulations (DFE: Volume 2, July 2021)
  - Searching, screening and confiscation (July 2022)
  - Mental health and behaviour in schools (November 2018) and Counselling in schools: a blueprint for the future (February 2016)
  - Promoting and supporting mental health and wellbeing in schools and colleges (September 2022)
  - Behaviour in schools (September 2022)
  - Child sexual exploitation and children missing from home, care or education: Ofsted targeted inspection advice (HM Govt: 14 January 2016)
  - Information Sharing Advice for Practitioners’ guidance (HM Government 2018)
  - Sexual Offences Act 2003 (HM Government: 2003); Definition of child sexual exploitation (February 2016
  - Sexual Violence and Sexual Harassment Between Children in Schools (DFE: September 2021)
  - Child Abuse Image Database (May 2018); Child Sexual Exploitation Safe Steps Project (March 2017)
  - Tackling Child Exploitation (August 2021); Children Missing Education (2016); CSE Guidance Core Document (February 2017); Guidance for safer working practice for those working with children and young people in education settings (May 2019)
  - Sharing nudes and semi-nudes: advice for education settings working with children and young people; Surrey’s Children Missing From Education (2017)
  - Surrey County Council’s Touch and the use of physical intervention when working with children and young people
  - Mandatory Reporting of Female Genital Mutilation – procedural information (December 2016 updated January 2020)
  - Child Abuse and Neglect (NSPCC) (February 2018)
  - When to Call the Police (NPCC) May 2020
  - Help, protection, education: concluding the Children in Need review (June 2019)
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- **Specialist Organisations:** Barnardo’s, Lucy Faithfull Foundation, NSPCC, Rape Crisis, University of Bedfordshire: Contextual Safeguarding, UK Safer Internet Centre
- **Support for victims-survivors:** Anti-Bullying Alliance, MoJ Victim Support, Rape Crisis, The Survivors Trust, Victim Support
- **Toolkits:** Brook, NSPCC, Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire
- **Further information on confidentiality and information sharing:** Gillick Competency Fraser guidelines, Government information sharing advice, Information Commissioner's Office: Education, NSPCC: Things to know and consider
- **Further information on sexting:** UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people, London Grid for Learning - collection of advice

This policy has been compiled in conjunction with and reference to the following related documents, which are: also on request from the School Business Office: Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; Health Centre and First Aid Policy; Educational Visits (including Learning Outside of the Classroom (LOtC); Online Safety including Cyberbullying and Acceptable Use; Personal, Social, Health and Economic Education (PSHEE); Relationship and Sex Education (RSE); Special Educational (additional) Needs; Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Faculty and Staff Code of Conduct; KCSIE (DfE: September, 2023).

**Available on the Staff Share (LMS):** Safer Recruitment; Keeping Children Safe in Education. Statutory guidance for schools and colleges. (DfE: September 2023).

**Cooperation with the local authority:** We cooperate entirely with any investigation carried out by the local authority, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: September 2023).

**Confidentiality:** We regard all information relating to individual student or adult protection issues as confidential, we only pass information on to appropriate persons. The school will cooperate with children's social care and police to ensure all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (2018). Our Faculty and staff know they cannot promise confidentiality and that there are other agencies that students can turn to e.g., Childline: 0800 1111
APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. Abuse may take place wholly online, or technology may be used to facilitate offline abuse. In most cases, multiple issues will overlap with one another and could include:

Abuse and Neglect; Neglect (Physical or Emotional); Physical Abuse; Emotional Abuse; Child-on-Child Abuse; Extremism/Radicalisation; Domestic Violence; Drug/Alcohol Abuse; Emotional Abuse; Abuse of Trust; Sexual Abuse; Children who Sexually Abuse; Witnessing Domestic Abuse or Violence; Child Sexual Exploitation (CSE); Child Exploitation and Online Safety; Child Sexual Exploitation; Child Exploitation and Online Safety; Female Genital Mutilation (FGM); Forced Marriages; Fabricated or Induced Illness; Faith Abuse; Safeguarding Disabled Children; Disability and Vulnerability; Honour-Based Violence; Private Fostering; Elective Home Education; Vulnerable Groups; Bullying including Cyberbullying; Vulnerable Students; Children in Need; Child Missing Education (Children who run away or go missing); Child Missing from Home or Care; Missing Children and Adults Strategy; Young Carers; Cared for Children and Significant Harm; Gangs and Youth Violence; Gender-Based Violence/Violence Against Women and Girls (VAWG); Hate; Mental Health; Private Fostering; homeless; family members in prison; Preventing Radicalisation; Teenage Relationship Abuse; Sharing Nude or Semi-Nude Images; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites.

PHYSICAL ABUSE: The nature of 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. 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., shins, knees, elbows. Injuries on the soft areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they 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 include:
- Multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); 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;
- 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; injuries to genital areas;
- Recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.
- If a child has an injury to which they cannot explain, where the parent or child is apparently secretive or evasive or if the explanation does not appear to match the injury.

EMOTIONAL ABUSE: Definition of 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 valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. 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. Emotional abuse may involve serious bullying, including cyberbullying. Our faculty and staff are provided with guidance regarding cyberbullying.

The nature of emotional abuse: Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. Abuse and neglect have emotional effects although
emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

**Indicators of Emotional Abuse:** Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

**Behavioural indicators of neglect include:** Constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

**Behaviour:** Acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (‘I’m stupid, ugly, worthless etc.’); neurotic behaviour (such as ricking, 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 or from social interaction; over-compliant behaviour or 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; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

**NEGLECT** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Far more children are registered to the category of neglect on Child Protection Plans than to the other categories. 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 would suggest that an appropriate intervention or conversation at this early stage could 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 have should at least be discussed with the DSL. The [Neglect Risk Assessment Tool](#) is available to provide a more detailed information regarding the assessment of neglect.

**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. 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.

**Physical indicators of neglect include:** Constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; Illness or injury untreated and looking sad, false smiles, constant tiredness, frequent absence from school or lateness and frequently unsupervised.

**SEXUAL ABUSE: The nature of 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. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can
be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to children’s social care and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

**Indicators of sexual abuse: Physical observations include** 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. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** The school recognises 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 county lines) and sexual exploitation. School faculty and staff recognise that CCE can often be facilitated by technology, including the targeting of young people via social media or the provision of devices in exchange for or to support criminal activity. 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. Children can be exploited by adult males or females, as individuals or in groups. 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. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. 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 drugs and alcohol;
- go missing for periods of time or regularly come home late and;
- regularly miss school or education or do not take part in education.

We recognise that Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. We draw on support from the Multi-Agency practice Principles for Responding to Child Exploitation to help tackle child exploitation. Some additional specific indicators that may be present in CSE are children who:

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

Further information on signs of a child’s involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

**Characteristics of Child Sexual Exploitation and abuse:** it is often planned and systematic – people do not sexually abuse children by accident, through 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; grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

**Specific safeguarding issues**

Our staff are aware of safeguarding issues that may occur - some of which are listed below. They are aware that behaviours linked to issues such as drug taking, alcohol abuse, truanting and sharing nude or semi-nude images put children in danger. Our staff are aware safeguarding issues manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyberbullying), gender-based violence/sexual assaults and sharing nude or semi-nude images.

**CHILD-ON-CHILD ABUSE:** Our staff are clear as to the school’s policy and procedures with regards to child-on-child abuse and we follow KCSIE and Wits4. See paragraph ‘Concerns and allegations of abuse made against other children (Child-on-child Abuse)’ inclusive of sharing nude or semi-nude images and banter for the procedures we take to minimise the risk of child-on-child abuse and how allegations will be investigated and dealt with.

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Youth produced sexual imagery (nude or semi-nude images sometimes known as sexting) - Please refer to our Child-on-Child Abuse Policy. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. The DfE provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCIS) Education Group has recently published Sharing nudes and semi-nudes: advice for education settings working with children and young people.

However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where:

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the safeguarding and child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

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 children’s social care or the police as appropriate. Immediate referral at the initial review stage should be made to children’s social care/police if:

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

If none of the above applies then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Head of School, to respond to the incident without escalation to children’s social care or the police.

In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e., at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e., difficult home circumstances;
- the children may have been involved in incidents relating to youth produced imagery before.
If any of these circumstances are present the situation will be escalated according to our safeguarding and child protection procedures, including reporting to the police or children’s social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UK Guidance on [sharing nudes and semi-nudes; advice for education settings working with children and young people](https://www.clevernevergoes.org).

### Removal of sexual images/videos

If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the [Internet Watch Foundation (IWF)](https://www.iwf.uk). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF’s Image Hash list.

- **Upskirting**: ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### 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.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We provide outdoor safety lessons/assemblies to our students, to help combat this risk, focusing on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](https://www.actionagainstabduction.org) and [www.clevernevergoes.org](https://www.clevernevergoes.org).

### CHILD CRIMINAL EXPLOITATION: COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and hold money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, student referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house’ or ‘cuckooing’ or ‘hotel room’ where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

The school has access to guidance published by the Home Office: [County Lines Toolkit For Professionals](https://www.gov.uk/government/publications/reporting-and-referral-county-lines).

### MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. [Modern slavery: how to identify and support victims](https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims).

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CHILDREN AND THE COURT SYSTEM: TASIS England recognises that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds. They explain each step of the process and support and the 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. We recognise 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 and this may be useful for some parents and carers.

CHILDREN ABSENT FROM EDUCATION: All faculty and staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines activity. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'- based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Faculty and staff receive training on the school’s unauthorised absence and children missing from education procedures.

CHILDREN WITH FAMILY MEMBERS IN PRISON: Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our faculty and staff use information provided by NICCO provides to support any students who have parents in prison, to help mitigate negative consequences for those children.

CYBERCRIME: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). We take advice to ensure that our security procedures for our IT infrastructure are effective and should staff have concerns about a child’s involvement with cybercrime, they will refer this to the DSL, who may contact the Cyber Choices Programme. We also ensure our systems meet the Cyber Security Standards – set out by the DfE.

SO-CALLED HONOUR-BASED ABUSE (including Female Genital Mutilation and Forced Marriage): So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the ‘honour’ of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators of so-called honour-based abuse: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines for dealing with forced marriage.

Actions if HBA is suspected: If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. In the social context of the school, it is usual 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 or the injury is accompanied by allegations of abuse or assault. We become concerned if the child or young person:

- 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;

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is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

**FEMALE GENITAL MUTILATION (FGM):** This comprises 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.

**Circumstances/symptoms that may point to FGM happening include:**
- A child talking about getting ready for a special ceremony; a child’s family taking a long trip abroad
- A child’s family being one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesian and Pakistani);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be ‘cut’ or to prepare for marriage;
- Difficulty in walking, sitting or standing; spending longer time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations; and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

**Mandatory reporting duty:** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

**FORCED MARRIAGE:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. School faculty and staff can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School faculty and staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk. TASIS England also has access to E-Learning training from the Foreign Office, promoted through the Surrey Safeguarding Children Partnership: [http://www.safeguardingchildrenea.co.uk/resources/awareness-of-forced-marriage-register-for-training/](http://www.safeguardingchildrenea.co.uk/resources/awareness-of-forced-marriage-register-for-training/)

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

**HOMELESSNESS:** Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. Our Designated Safeguarding Lead and Deputy DSL are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff are still alert to the signs that families of students may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

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The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

GANGS AND YOUTH VIOLENCE: We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our students form harm.

DOMESTIC VIOLENCE AND ABUSE: The Home Office define domestic abuse as: “Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality”.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to children’s social care and/or the police as necessary. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to Surrey Children’s Services and/or the police as necessary.

The school is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools; where every school day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse. Operation Encompass also provides an advice helpline for staff who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children’s social care and the police to prevent the likelihood of any further abuse taking place. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children; Safelives: young people and domestic abuse.

BULLYING - Please also refer to our Anti-Bullying Policy, which sets out our procedures to prevent bullying and to deal with it if and when it occurs within the school. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm.
- Emotional: tormenting, ridiculing, humiliating, ignoring.
- Racial: taunts, graffiti and gestures; Religious/cultural.
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments.
- Cyberbullying: through social networking websites, mobile phones and text messages, photographs and email.
Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school.
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. The majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the student has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an Early Help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to children’s social care.

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 or 18 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, including British culture and children may be privately fostered at any age.

TASIS England recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children’s social care as soon as possible. However, where a member of faculty or staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify children’s social care of the circumstances.

LOOKED AFTER CHILDREN: The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility. The designated teacher and Member of the Board of Directors for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role. The designated teacher for children looked after 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.

TRAFFICKED CHILDREN: Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the school is made aware of a child is suspected of or actually being trafficked/exploited, including being in Private Fostering, the DSL will report our concerns to children’s social care.

RADICALISATION: KCSIE define radicalisation as ‘the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is 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.’ There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific
influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy) making a referral to the Channel programme.
APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, DIRECTORS AND THE HEAD OF SCHOOL:

Main Responsibilities of the DSL: Our Proprietor ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post including maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. Deputy DSL’s will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below.

The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL has the additional time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by a Deputy DSL. Whilst the activities of the Designated Safeguarding Lead may be delegated appropriately to a DDSL, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated. The DSL for the EYFS, whilst having delegated powers, will ensure that the DSL is kept informed of all safeguarding matters relating to the EYFS.

Availability: During term time, our Designated Safeguarding Lead (or a Deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns, either in person or via phone/video call. The school will organise adequate and appropriate cover arrangements for any out of hours/out of school time activities including when the school is closed.

Managing Referrals includes: The DSL is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required, the LADO for child protection allegations which concern a member of staff or volunteer, the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to local authority children’s social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the police as required. NPCC- When to call the police gives guidance on when to consider calling the police and what to expect when working with the police.

Work with others: The Designated Safeguarding Lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the Head of School to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations (including the requirement for children to have an Appropriate Adult) - PACE Code C 2019;
- as required, liaise with the “case manager” (as per Part four) and the Local Authority Designated Officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children’s attendance, engagement and achievement at school. Working with the Head of School and other staff, the Designated Safeguarding Lead should take lead responsibility for:
  - ensuring that the school knows who its cohort of children who currently need a Social Worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a Social Worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential
**Undertake training, which includes:** The DSL and Deputy DSLs undergo training specific to be updated every 2 years (including prevent awareness training). In addition, they continually (and at least annually) refresh their knowledge and skills to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) to:

- understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments and social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Understand the filtering and monitoring systems the school has in place, ensuring they are compliant with the [Filtering and Monitoring Standards](#); and reviewing these regularly to ensure effectiveness.
- understand when a crime may have been committed and at what stage to contact the police. ([When to call the police (NPCC)](#));
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- ensure each member of staff has access to and understands the school’s or school’s child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or school may put in place to protect them.

**Information sharing and managing the child protection file:** The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of (KCSIE: September 2023).

Where children leave the school (including in year transfers) the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in schools, are aware as required. Lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes. In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any additional information with the new school or school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or school. For example, information that would allow the new school or school to continue supporting children who have had a Social Worker and been victims-survivors of abuse and have that support in place for when the child arrives.

**Raising Awareness – The Designated Safeguarding Lead will:**

- ensure the school’s child protection policies are known, understood and used appropriately;
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are,
understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

**Training, knowledge and skills:** The Designated Safeguarding Lead any deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The Designated Safeguarding Lead undertakes Prevent awareness training. This training provides the Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, we give time for their knowledge and skills be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or through reading and digesting safeguarding developments) at regular intervals, as required, and at least annually, supporting the DSLs understand and keeping up with any developments relevant to their role.

**Understanding processes and procedures:** Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, to:

- understand the assessment process for providing Early Help and statutory services, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; and
- understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care to safeguard and promote the welfare of children.

**Providing support to staff**

Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- ensure that staff are supported during the referrals processes; and
• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

**Holding and sharing information:** The critical importance of holding, using and sharing information effectively is set out in (Parts one and two of KCSIE: September 2023), and therefore the Designated Safeguarding Lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and/or schools on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

**Responding to specific needs and harms:** Training should give the Designated Safeguarding Lead the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health needs and young carers;
- understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- understand and support the school or school with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or school; and
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online.

**Board of Directors (Proprietor):** The Board of Directors, who receive from the DSL a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the students at the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Board of Directors are the named Proprietor who will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the LSCP and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review/audit and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review, which is shared with the local authority;
- check the staff’s understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols; monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHEE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: 2018) through effective communication and cooperation with local agencies.

**The Head of School and the DSL will:**

- ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
• ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of students is dealt with in accordance with the school’s Whistleblowing procedures;
• provide immunity from retribution or disciplinary action against staff in the event of them ‘whistleblowing’ in good faith; ensure that student’s safety and welfare are addressed through the curriculum and be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.
TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

APPENDIX 3- THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in Working Together to Safeguard Children (currently in force) and is governed by the Authorities duties under section 11 of the Children Act 2004 and SSCP Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation: a police investigation of a possible criminal offence, enquiries and assessment by children’s social care about whether a child is in need of protection or in need of services and consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers, managing and overseeing individual cases from all partner agencies.
- Ensuring the child’s voice is heard and that they are safeguarded; ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible, recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.
APPENDIX 4 - WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO - SURREY SAFEGUARDING CHILDREN PARTNERSHIP 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 student, but only so far as is honest and reliable
- Don’t make promises you may not be able to keep e.g. ‘I’ll stay with you’ or ‘everything will be alright now’ or ‘I’ll keep this confidential’
- Do reassure, for example, you could say: ‘I believe you’, ‘I am glad you came to me’, ‘I am sorry this has happened’, ‘We are going to do something together to get help’

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

**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 C-SPA or police, as appropriate directly
- If you are dissatisfied with the level of response, you receive following your concerns, you should press for re-consideration

**Record**
- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person/s 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
- 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?
TASIS England is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

APPENDIX 5 - ACTIONS REQUIRED BY KCSIE 2023 WHERE THERE ARE CONCERNS ABOUT A CHILD

TASIS ENGLAND’S GUIDANCE FLOWCHART

Actions where there are concerns about a child

1. Staff have concerns about child and take immediate action. Staff follow the child protection policy and speak to Designated Safeguarding Lead

2. Referral not required, school takes relevant action, possibly including Early Help and monitors locally

3. Referral made if concerns escalate

4. DSL or staff makes referral to children’s social care (and call police if appropriate)

<table>
<thead>
<tr>
<th>Child action</th>
<th>Other agency action</th>
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<tbody>
<tr>
<td>0300 470 9100 (Working hours)</td>
<td>01483 517 898</td>
</tr>
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5. Within 1 working day, Social Worker makes decision about the type of response that is required

6. Child in need of immediate protection: referrer informed

7. Section 47* enquiries appropriate: referrer informed

8. Section 17* enquiries appropriate: referrer informed

9. No formal assessment required: referrer informed

10. Appropriate emergency action taken by social worker, police or NSPCC

11. Identify child at risk of significant harm: possible child protection plan

12. Identify child in need and identify appropriate support

13. School/school considers Early Help assessment accessing universal services and other support

*Children Act 1989

(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated Early Help, an Early Help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the Early Help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).
APPENDIX 6 – SURREY SAFEGUARDING CHILDRENS PARTNERSHIP - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED – CHILD PROTECTION FLOWCHART

*In the cases of known FOM, the teacher who was made aware will also make contact with the police*
APPENDIX 7 - SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has, behaved in a way that has or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.

If a child discloses abuse or neglect by someone not employed or volunteering at the School

If there is a concern or allegation or accusation regarding a member of staff or volunteer

If there is a concern or allegation or accusation regarding a supply teacher

If there is a concern or allegation or accusation regarding the Head of School

If there is a concern or allegation regarding a Proprietor

In the case of serious harm, the police should be informed from the outset

Report the information straight away to the DSL (or Deputy DSL in their absence) who contacts Surrey SPA

Report the information straight to Head of the School who contacts the LADO without informing the member of staff or volunteer

Report the information straight away to the Head of School who contacts the LADO without informing the supply teacher

Report the information immediately to the Chair of Board of Directors (Proprietor) who contacts the LADO without informing Head of School

Report the information straight away to the LADO without informing the Proprietor

Designated Safeguarding Lead (Whole School) and Prevent Officer reporting directly to the Head of School:

Deputy Designated Safeguarding Lead for Upper School
Jason Tait (Director of Pastoral Care (EYFS - 12th grade)) Telephone: 07392 319 922 jtait@tasisengland.org

Deputy Designated Safeguarding Lead Whole School and Prevent Officer for Boarding:
Matt Kiely (Director of Boarding) Telephone: 07392 319 945 mkiely@tasisengland.org

Deputy Designated Safeguarding Lead for Middle School:
Kat Higgins (Science Teacher) Telephone: 07876 199 862 khiggins@tasisengland.org

Deputy Designated Safeguarding Lead (DDS) for Lower School and Early Years
Melodi Jordan (Head of Lower School) Telephone: 07392 319 929 mjordan@tasisengland.org

Deputy Designated Safeguarding Lead (DDS) for Lower School and Early Years
Margaret Kirwan (Lower School secretary) Telephone: 01932 582 427 mkirwan@tasisengland.org

Online Safety Coordinator (Whole School)
John Arcay (Upper School Technology Integrationist) Telephone: 01932 582 484 jarcay@tasisengland.org

Proprietor responsible for Safeguarding and Prevent duties
David King (Chair of the Board of Directors) Telephone: 07564 341 887 dking@tasisengland.org

Head of School
Bryan Nixon – Telephone: 01932 582 314 or 07392 319 933 bnixon@tasisengland.org

Emergency Duty team (out of hours’ service): 01483 517 898
Email: LADO@surreycc.gov.uk Emergency Duty Team Email: edt.ssd@surreycc.gov.uk

Keeping Children Safe in Education (DfE: September 2023) makes it clear that anybody can make a direct referral to Surrey Children’s Services (C-SPA) including the LADO and other external agencies.

Local Authority Designated Officers for Allegations: 0300 123 1650 (option 3)
**APPENDIX 8 - ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS (RISK OF HARM TO STUDENTS)**

If you become aware that a member of staff/volunteer may have:
- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child

Report immediately to the Head of School.

However, if any concern or allegation is against the Head of School then this should be reported to the Chair of the Board of Directors who will report to the LADO immediately without informing the Head of School. If the allegation is against a member of the Board of Directors this should be reported to the Head of School who will report immediately to the LADO.

The contact details for the LADO are in the box below.

Report the allegation within one working day to the Local Authority Designated Officer (LADO) team:
- The LADO team: 0300 123 1650 - ask to speak to the LADO (option 3).
- If the LADO is not available, please contact the Surrey Single Point of Access (SPA) Telephone (office hours) 0300 470 9100
- Emergency Duty team (out of hours service): 01483 517898

The LADO will:
1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the police and HR.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response
(e.g., for the agency to undertake further enquiries or undertake an internal investigation)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager/safeguarding lead, the Designated Officer, HR, police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g., child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Keeping Children Safe in Education (DfE: September 2023) makes it clear that anybody can make a direct referral to the SPA including the LADO and other external agencies.

The contact for allegations against staff is the LADO and for concerns about children, the contact is C-SPA.
APPENDIX 9 - A CHILD PROTECTION GUIDE—CUE CARD

A Child Protection Guide - A Cue Card
We are committed to safeguarding and promoting the welfare of all at our school.
A code of good practice for staff and volunteers designed for you to keep with you – Carry it.
A code of practice is intended to provide a readily accessible reference promoting the principle of our Safeguarding Children Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:
1. Immediately inform the Designed Safeguarding Lead (DSL) or if is about the DSL inform the Head of School, if about the Head of School inform the Chair of the Board of Directors.
2. Record and date any facts which are relevant to your concern and pass these onto the DSL, or Head of School or Chair of the Board of Directors as is appropriate (see point 1 above).
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else
1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that ‘it is not their fault’ and that they were right to tell you.
3. Record in the child’s own words details of the disclosure and refer this immediately to the DSL, or Head of School or Chair of the Board of Directors (see point 1 above). Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself
1. Immediately inform the Head of School of the allegation (or the DSL in their absence) or the Chair of the Board of Directors as is appropriate (you must still inform the Head of School in a timely manner if the Head was unavailable, and you informed the DSL or Chair of the Board).
2. Record and date the details of the allegation in writing.

Do treat everyone with respect.
Do provide an example of behaviour you wish others to follow.
Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others.
Do respect a young person’s right to personal privacy.
Do provide access for young people to talk to others about any concerns they may have.
Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties.
Do encourage young people with disabilities and learning difficulties.
Do encourage children and adults to point out attitudes and behaviour that they do not like.
Do avoid inappropriate physical or verbal contact with young people.
Do remember that someone else might misinterpret your actions.
Do respect the cultural, religious and ethnic backgrounds of others.
Do recognise that caution is required even in sensitive moments of counselling.
Do avoid situations that compromise your relationship with young people.

Do NOT permit abusive child-on-child activities (e.g., bullying, racism or others).
Do NOT judge or jump to conclusions about others.
Do NOT show favouritism to any individual.
Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums.
Do NOT make inappropriate remarks or gestures.
Do NOT rely on good reputation.
Do NOT believe it could never happen here or ‘it could never happen to me’.
Do NOT interview or meet with children in private or outside of school.
Do NOT let concerns or allegations of abuse go unrecorded.
Do NOT play physical contact games with young people.
APPENDIX 10: THE ORGANISATION AND RELATIONSHIP OF SAFEGUARDING AND PASTORAL CARE POLICIES AND PROCEDURES AT TASIS ENGLAND

Ensuring that our community is collectively responsible and able to ensure that we keep our students safe at all times is a fundamental aim for our school. TASIS England has developed a series of Policies and Procedures that are intended to support this endeavour. The following diagram illustrates the inter-relationship of these Policies.

Other areas include:

- Social Media and Mental Health
- Missing Children Procedure
- Adverse Childhood Experiences (ACEs)
- Anderson Children Multi-Agency Learning Review
- County Lines
- Briefing: Neglect
- Briefing: Harmful Sexual Behaviour (HSB)
- Briefing: Domestic Abuse
- Safeguarding Children
- Sharing Nude/Semi-Nude Images (previously sexting)
- Contextual Safeguarding
- Briefing: Supporting Families Enhancing Futures
- Briefing: Professional Disagreement & Escalation
- Briefing: Child Sexual Exploitation
- Briefing: Private Fostering
- Early Help
APPENDIX 11: ADDITIONAL ADVICE AND SUPPORT:
The following is not exhaustive but does provide a useful starting point.

**Abuse**
- **Supporting practice in tackling child sexual abuse - CSA Centre** Expertise on Student Sexual Abuse
- **What to do if you’re worried a child is being abused** – DfE advice
- **Domestic abuse: Various**
- **Disrespect NoBody campaign - GOV.UK** - Home Office website paper
- **Together we can stop child sexual abuse** – HM Gov.

**Bullying**
- **Preventing bullying including cyberbullying** - DfE advice
- **Children missing from education, home or care**
- **Children missing education** - DfE statutory guidance
- **Children missing from home or care** - DfE statutory guidance
- **Trafficking: safeguarding Children** - DfE and Home Office guidance; **Modern slavery: how to identify and support victims** – Child exploitation disruption toolkit
- **HO statutory guidance; County Lines Toolkit For Professionals** - The Children's Society

**Confidentiality**
- **Gillick competency Fraser guidelines** - Guidelines to help with balancing Children’s rights along with safeguarding

**Drugs**
- **Drug strategy 2022** - Home Office strategy
- **Information and advice on drugs** - Talk to Frank website
- **Drug and Alcohol education — teacher guidance & evidence review** – PSHE Association

**(so called) “Honour Based Abuse” including FGM and forced marriage**
- **Female genital mutilation: multi agency statutory guidance** - DfE, DoH, HO
- **Forced marriage - FGM resource pack** –

**Health and Well-being**
- **Rise Above: Free PSHE resources on health, wellbeing and resilience** - Public Health England
- **Supporting pupils at schools with medical conditions** - DfE statutory guidance
- **Mental health and behaviour in schools** - DfE advice; **Overview - Fabricated or induced illness** - NHS advice
- **Government information sharing advice** - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

**Information Commissioner’s Office: Data sharing information hub**

**Online safety-advice**
- **Childnet** provide guidance for schools on cyberbullying
- **Educate against hate** provides practical advice and support on protecting students from extremism and radicalisation
- **London Grid for Learning** provides advice on all aspects of a school or college’s online safety arrangements
- **NSPCC E-safety for schools** provides advice, templates, and tools on all aspects of online safety arrangements
- **Safer recruitment consortium** “guidance which may help ensure staff behaviour policies are robust and effective
- **Searching screening and confiscation** advice on searching students and confiscating items such as mobile phones
- **South West Grid for Learning** provides advice on all aspects of a school or college’s online safety arrangements

**Use of social media for online radicalisation** - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- **UKCIS Online Safety Audit Tool** from UK Council for Internet Safety

**Online safety- Remote education, virtual lessons and live streaming**
- **Guidance Get help with remote education** in other resources and support for teachers and school leaders
- **Departmental guidance on safeguarding and remote education** including planning remote education strategies
- **London Grid for Learning** guidance, including platform specific advice
- **National cyber security centre** guidance on configuring and deploying video conferencing; **UK Safer Internet Centre**

**Online Safety- Support for students**
- **Childline: UK Safer Internet Centre** to report and remove harmful online content
- **CEOP** for advice on making report

**Online safety- Parental support**
- **Childnet** offers a toolkit to support parents and carers of students of any age to start discussions about their online
- **Commonsensemedia** independent reviews, age ratings, about all types of media for students and their parents
- **Government advice** protecting students from online harms such as student sexual abuse, sexting, and cyberbullying
- **Internet Matters** age-specific online safety checklists, guides on how to set parental controls, and practical tips
- **How Can I Help My Child?** Marie Collins Foundation – Sexual Abuse Online
- **Let’s Talk About It** provides advice for parents and carers to keep students safe from online radicalisation
- **London Grid for Learning** provides support for parents and carers to keep their students safe online,
- **Stopitnow** from The Lucy Faithful Foundation concerned about someone’s behaviour, including students
- **National Crime Agency/CEOP Thinkuknow** provides support for parents and carers to keep their students safe online
- **Net-aware** support for parents and carers from the NSPCC and O2, a guide to social networks, apps and games
- **Parentzone** provides help for parents and carers on how to keep their students safe online
- **Talking to your Child about online sexual harassment: A guide for parents** – Children’s Commissioner’s parent guide
- **#Ask the awkward** – Student Exploitation and Online Protection Centre guidance to parents to talk to their students
Private fostering
Private fostering: local authorities - DfE statutory guidance

Radicalisation
Prevent duty guidance - Home Office; Prevent duty: additional advice for schools and childcare providers; Educate Against Hate website; Prevent for FE and Training - Education and Training Foundation (ETF) Extremism and Radicalisation Safeguarding Resources - Resources by London Grid for Learning

Serious Violence
Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office Youth Endowment Fund – Home Office; Gangs and youth violence: for schools and colleges - Home Office advice Tackling violence against women and girls strategy; Violence against women and girls: national statement of expectations for victims - Sexual violence and sexual harassment Specialist Organisations

Barnardo's; Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing student sexual abuse.

Marie Collins Foundation – works directly with students, and families to enable their recovery following sexual abuse.

NSPCC – specialising in child protection with statutory powers to safeguard children at risk of abuse.

UK Safer Internet Centre - advice and support to students, young people, parents, carers about staying safe online.

Harmful sexual behaviour
Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence

NICE guidance developing interventions working with families and carers; and multi-agency working.

HSB toolkit The Lucy Faithful Foundation - designed for parents, carers, family members and professionals

NSPCC Learning: Protecting students from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework; Contextual Safeguarding Network – Beyond Referrals (Schools) self-assessment toolkit and guidance Preventing harmful sexual behaviour in students - Stop It Now provides a guide for parents, carers and professionals

Support for Victims-Survivors

Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools.

Rape Crisis - services to support people who have experienced rape, student abuse or any kind of sexual violence.

The Survivors Trust - UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and student sex abuse; Victim Support - Supporting students and young people who have been affected by crime; Childline provides free and confidential advice for students and young people.

Toolkits

ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive program to stop Violence Against Women and Girls.

NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

NSPCC - Resources which help adults respond to students disclosing abuse.

NSPCC also provides free and independent advice about HSB; NSPCC - Harmful sexual behaviour framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Child-on-Child Abuse

Contextual Safeguarding Network - self-assessment toolkit for schools to assess their own response to HSB.

Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year old’s; Childnet - Step Up, Speak Up a to online sexual harassment amongst young people aged 13-17 years old.

NSPCC - Harmful sexual behaviour framework An evidence-informed framework for students and young people displaying HSB.

Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.

Sharing nudes and semi-nudes
London Grid for Learning-collection of advice - information and resources re the sharing of nude and semi-nudes.

UKCIS Sharing nudes and semi-nudes: advice for education settings working with students and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudges and semi-nudes.

Support for parents/carers; NCA CEOP Thinkuknow: what students may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour