TASIS ENGLAND

Summer Program

Safeguarding & Child Protection Policy

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TASIS England is committed to safeguarding and promoting the welfare of students and expects all faculty, staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

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Approved by

ROLE	NAME	DATE
Head of School	Mr Bryan Nixon	17 June 2026
Summer Program Director	Mrs Sia Georgaklis	17 June 2026
Summer Program Director	Mr Tom Trembulak	17 June 2026
Whole School Designated Safeguarding Lead	Mr Jason Tait	17 June 2026
Summer Program Designated Safeguarding Lead	Mr Matt Kiely	17 June 2026

OUR COMMITMENT

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

Key safeguarding contacts

There is a Designated Safeguarding Lead (DSL) available at all times while the TASIS England Summer Program is in session. The DSL coordinates safeguarding and child protection issues and liaises with external agencies (for example Children's Social Care and the police). If you have a safeguarding concern about any child or young person on the Program, contact the people below.



Surrey Children's Single Point of Access (C-SPA) - Availability: 9am to 5pm, Monday to Friday
Phone: 0300 470 9100

Immediate contacts

NAME	ROLE	CONTACT
Mr Matt Kiely	Summer Program - DSL	+44 (0) 7770 339 754
Mrs Sia Georgaklis	Summer Program Director - DDSL	+44 (0) 7407 855 106
Mr Tom Trembulak	Summer Program Director - DDSL	+44 (0) 7392 319 943

On-call DSL rota — Summer 2026

PERIOD (2026)	ON-CALL DSL	MOBILE
Mr Darren Singh-MacPherson	Monday 22 June to Sunday 28 June	+44 (0) 7774 658 911
Mr Jason Tait	Monday 29 June - Sunday 12 July	+44 (0) 7392 319 933
Mr Darren Singh-MacPherson	Monday 13 July - Saturday 01 August	+44 (0) 7392 319 922

1. Introduction

TASIS England is committed to building a 'culture of safety' in which the children and young people in our care are protected from abuse, harm and radicalisation. TASIS England will respond promptly and appropriately to all incidents or concerns regarding the safety of a child or young person that may occur. TASIS England's safeguarding and child protection procedures comply with all relevant legislation and with guidance issued by the Surrey Safeguarding Children Partnership (SSCP) and Surrey Children's Single Point of Access (C-SPA).

There is a Designated Safeguarding Lead (DSL) available at all times while the TASIS England Summer Program is in session. The DSL coordinates safeguarding and/or child protection issues and liaises with external agencies (e.g. Children's Social Care, SSCP and the police).

The legal definition of a child in England, Northern Ireland and Wales is anyone who has not yet reached their 18th birthday. Once they turn 18, they are legally an adult (*Working Together to Safeguard Children 2026*, Department for Education).

This policy complies with the latest UK government statutory guidance published by the Department for Education (DfE): *Keeping Children Safe in Education 2025* and *Working Together to Safeguard Children 2026*. Additionally, it adheres to the latest non-statutory DfE guidance in *Keeping Children Safe During Community Activities, After-School Clubs and Tuition: Non-Statutory Guidance for Providers Running Out-of-School Settings (2022)*.

Note: this policy may refer to the School or the Program interchangeably; both terms refer to the TASIS England Summer Program.

2. Contact numbers

Surrey Children's Single Point of Access (C-SPA)

- Availability: 9am to 5pm, Monday to Friday
- Phone: 0300 470 9100
- Out of hours: 01483 517898

- Email: cspa@surreycc.gov.uk
- Out of hours email: edt.ssd@surreycc.gov.uk
- Family Help / Early Help: contactable on the details above

Local Authority Designated Officer (LADO)

- Availability: 9am to 5pm, Monday to Friday
- Phone: 0300 123 1650 (Option 3)
- Out of hours: 01483 517898
- Email: LADO@surreycc.gov.uk
- Out of hours email: edt.ssd@surreycc.gov.uk

Surrey Safeguarding Children Partnership (SSCP)

- Availability: 9am to 5pm, Monday to Friday
- SSCP Support Team: 01372 833330
- SSCP Chair: 01372 833378
- Email: partnership.team@surreycc.gov.uk

Prevent

- Contact: Claire McDonald - 'Prevent' and vulnerability to radicalisation | Surrey Education Services
- Phone: 07795 043842
- Email: claire.mcdonald@surrey.police.uk
- Prevent referral process: preventreferrals@surrey.pnn.police.uk

Female Genital Mutilation (FGM)

- Contact: Police non-emergency 101; for emergencies 999
- Advice and guidance - NSPCC Helpline: 0800 028 3550
- Email: fgmhelp@nspcc.org.uk

Miscellaneous

- Police: 999 (emergency)
- Police: 101 (non-emergency)
- Anti-terrorist hotline: 0800 789 321
- NSPCC Child Protection Helpline: 0808 800 5000
- Childline: 0800 1111 - www.childline.org.uk
- Ofsted: 0300 123 1231

3. Contextual safeguarding

We recognise that young people's behaviours, levels of vulnerability and levels of resilience are all informed by the contexts in which young people spend their time. When spending time within extra-familial contexts, young people may be exposed to healthy norms which promote pro-social relationships, or they may encounter harmful norms that are conducive to exploitative and/or abusive relationships.

As a result, we identify, assess and intervene where possible in all of the social environments where abuse and exploitation of young people may occur - in essence taking a 'contextual' approach to safeguarding. Our leadership team works with professionals and the student body to challenge any harmful gendered cultures, thereby improving the school environment.

We also promote a culture of safety within the Program 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. In line with Keeping Children Safe in Education 2025, we recognise that online content risks include misinformation, disinformation and conspiracy theories, alongside the risks associated with generative artificial intelligence.

Please visit https://www.contextualsafeguarding.org.uk/ for more information.

As a residential programme serving a predominantly international student body, we recognise that some students face additional safeguarding vulnerabilities. These can include language and cultural barriers that make it harder to raise a concern, homesickness and isolation, unfamiliarity with UK safeguarding norms and how to seek help, and a heightened dependency on the adults accompanying or hosting them. Staff are alert to these factors and ensure that every student knows who their Designated Safeguarding Lead is and how to reach a trusted adult, in a way they can understand.

4. Child abuse and neglect

Child abuse is when a child is intentionally harmed by an adult or another child - it can occur over a period of time but can also be a one-off action. It can be physical, sexual, emotional or neglectful and it can happen in person or online. It can also be a lack of love, care and attention (neglect) (NSPCC).

- **Physical abuse -** when someone hurts or harms a child or young person on purpose. It includes hitting with hands or objects, slapping and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones and drowning.
- **Emotional abuse -** any type of abuse that involves the continual emotional mistreatment of a child. It is sometimes called psychological abuse. It can involve deliberately trying to scare, humiliate, isolate or ignore a child. Emotional abuse is often part of other kinds of abuse, which can make it difficult to spot, though it can also happen on its own.
- **Neglect -** the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger and can have long-term effects on their physical and mental wellbeing.
- **Sexual abuse -** when a child or young person is forced, tricked or manipulated into sexual activities. They might not understand that what is happening is abuse or that it is wrong for the abuser to do this to them. They might be afraid to tell someone or behave as though it is normal - both are valid responses. Sexual abuse can happen anywhere, in person or online.

Under no circumstances should any staff member or volunteer physically or psychologically harm a child or young person. If any adult causes physical or psychological harm or injury to, or mistreats, a child or young person, they could be prosecuted for a criminal offence.

5. Signs of child abuse and neglect

Signs of possible abuse and neglect may include:

- noticeable changes in a child's behaviour
- deterioration in a child's general wellbeing
- unexplained bruising or marks
- comments made by a child which give cause for concern
- reasons to suspect neglect or abuse outside the setting, e.g. in the child's home, or that a female may have been subjected to (or is at risk of) female genital mutilation, or that the child may have witnessed domestic abuse
- inappropriate behaviour displayed by a member of staff or any other person - for example inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images, digitally or otherwise

If a child makes a disclosure to a member of staff, that member of staff will:

- reassure the child that they were not to blame and were right to speak out
- early in the interaction, inform the child that this information must be shared with the DSL and possibly other professionals to ensure their safety
- listen to the child but not question them
- give reassurance that the staff member will take action
- record the incident in writing as soon as possible (see section 18, Recording a concern)

If a member of staff witnesses or suspects the abuse of a child, they will report the matter immediately to the DSL using a Cause for Concern form (available from the Summer Program Office). Staff must ensure that a face-to-face or telephone conversation has taken place with the DSL so the DSL receives the necessary information as quickly as possible; sending only the form, an email or an SMS is not sufficient. Staff should not cause unnecessary delay by pausing to record the incident first - make notes, but the priority is ensuring the information reaches the DSL, who will decide on next steps. Once reported, the incident should be recorded in writing fully and with as much detail as possible.

If a third party expresses concern that a child in our care is being abused, they should be encouraged to contact Children's Social Care directly. If they are unwilling to do so, we will explain that the Program is obliged to contact Surrey C-SPA and the incident will be logged accordingly.

6. Child-on-child abuse

Children are vulnerable to abuse by their peers. Child-on-child abuse is taken seriously by staff and is subject to the same child protection procedures as other forms of abuse. Staff are aware of the potential uses of mobile devices and information technology for bullying and abusive behaviour between young people, and will not dismiss abusive behaviour as normal between young people. The presence of one or more of the following in relationships between children should always trigger concern about the possibility of child-on-child abuse:

- inappropriate or sexual activity between children, including sharing nude or semi-nude images (sometimes known as sexting or youth-produced sexual imagery)
- one of the children is significantly more dominant than the other (e.g. much older)

- one of the children is significantly more vulnerable than the other (e.g. in terms of disability, confidence or physical strength)
- there has been some use of threats, bribes or coercion to ensure compliance or secrecy

If child-on-child abuse is suspected or disclosed, we will follow the same procedures as for any other form of child abuse.

7. Concerns and allegations of abuse made against other children

We recognise that some students on occasion will negatively affect the learning and wellbeing of others, and their behaviour will be dealt with under the whole-school Anti-Bullying (including Cyber-bullying) and Behaviour Management policies. Staff are clear about our policy and procedures regarding child-on-child abuse and are trained to manage a report of child-on-child sexual violence and sexual harassment. The Program understands that although we may have few or no reported cases of child-on-child abuse, such abuse may still be taking place and simply not being reported. For more information regarding sexual violence and sexual harassment between children, please see our whole-school Safeguarding & Child Protection Policy, available on the TASIS England website, which contains government guidance from Keeping Children Safe in Education.

We recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims/survivors and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously. We have a zero-tolerance approach to abuse, and it should never be tolerated or dismissed as 'just banter', 'just having a laugh', '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 the worst cases, a culture that normalises abuse - leading to children accepting it as normal and not coming forward to report 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 that facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element that 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 engage in sexual activity with a third party
- consensual and non-consensual sharing of nude 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 to cause the victim/survivor humiliation, distress or alarm
- 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)

8. Dealing with child on child abuse

TASIS England follows the key UK government safeguarding documents, Keeping Children Safe in Education and Working Together to Safeguard Children, even where an alleged perpetrator is a child. We adhere to all UK legislation, including the Human Rights Act 1998 and the Equality Act 2010. We also use a child-on-child abuse toolkit to support staff in safeguarding students. Sexualised abuse, including verbal abuse by peers, is a safeguarding issue and is included in the School's broader approach to safeguarding. If the School or Program receives an allegation of abuse by one or more students that is alleged to have taken place outside the School premises, our safeguarding principles remain the same, and we could still make a referral to children's services as necessary.

Where there is 'reasonable cause to suspect that a student is suffering, or likely to suffer, significant harm', the concern or allegation of child-on-child abuse must be reported to the DSL immediately, who will then refer to Surrey Children's Services. A factual written 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 all relevant students' files. If appropriate, the DSL will refer students to an external safeguarding agency such as Childline or the NSPCC.

The Program will ensure:

- effective implementation of the Program's safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue)
- advice is sought from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Surrey Safeguarding Children Partnership
- advice for practitioners in What to do if you're worried a child is being abused is followed
- 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 and risk-based decision-making (with the advice of statutory authorities, where appropriate) is carried out with a view to ensuring the safety of all students, and that both alleged victims/survivors and perpetrators receive appropriate support
- decisions are taken that might include, for example, whether the accused student should be removed from the Program for a period of time, or from certain classes, and whether contact with certain individuals should be prevented or supervised
- the availability of counselling and the adequacy of arrangements for listening to children
- good record-keeping of related conversations, meetings and communications
- if a child is in immediate danger or at risk of imminent harm, the emergency services are called on 999, followed by an immediate referral to Children's Social Care

9. Sexual violence and sexual harassment between children

At TASIS England, we take our definition of sexual violence from the Sexual Offences Act 2003 and Keeping Children Safe in Education, which considers rape, assault by penetration and sexual assault to be types of sexual violence. We recognise that sexual violence can happen both inside and outside school and can occur online and offline. All allegations of sexual violence will be reported to the police, in parallel with Children's Social Care.

We define sexual harassment 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/survivors and boys more likely to be perpetrators. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (physically and verbally) and are never acceptable.

We recognise that children with special educational needs and/or disabilities (SEND) are likely to be more vulnerable. We are aware that online sexual violence or sexual harassment can be more complex - for example, the 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.

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 deliberately 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
- online sexual harassment, which might include the non-consensual sharing of nude and semi-nude images and/or videos, inappropriate sexual comments on social media, exploitation, coercion and threats; this may be standalone or part of a wider pattern of sexual harassment and/or sexual violence

10. Responding to reports of sexual violence and sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. We recognise that children may not find it easy to tell staff about abuse they have experienced, and that staff may be informed by a third party or through behaviour indicators of the victim/survivor.

We understand the importance of the School's role in acting upon any concerns immediately and making sure all victims/survivors are reassured and taken seriously, regardless of how long it has taken them to come forward. Although 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 DSL will refer these allegations to Children's Social Care, who will support the School in deciding whether the victim/survivor or alleged perpetrator are in need of protection or other services. All allegations of sexual violence will be reported to the police, in parallel with Children's Social Care. While children's sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage; 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 to be made on a case-by-case basis, with the DSL taking the lead role, supported by external 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 in the UK is 16); sexual intercourse without consent is rape in UK law; and

creating or sharing sexual images or videos of under-18s is illegal, including children making or sharing these themselves.

11. Actions following a report of sexual violence and/or sexual harassment

A factual written record should be made of the concern or allegation, taking the victim/survivor seriously, but no attempt should be made at this stage to investigate the circumstances - unless a child is in immediate danger or at risk of harm, in which case the police and/or Children's Social Care should be contacted. Every report will be considered on a case-by-case basis. Where there is a report of rape, assault by penetration or sexual assault, this 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, and will not be made to feel ashamed for making a disclosure. The DSL will follow the advice for practitioners in What to do if you're worried a child is being abused, follow through the outcomes of the discussion and, if so advised by Children's Social Care, make a formal referral if the incident meets the referral threshold set by the Surrey Safeguarding Children Partnership, ensuring effective information sharing with any agencies or professionals involved. The DSL will ensure good record-keeping of related conversations, meetings and communications, with a copy of the discussions and outcomes 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, the School's duties and procedures remain the same.

All staff are required to read, understand and comply with Part 1 of Keeping Children Safe in Education so they are aware of how to manage a disclosure and of anonymity where an allegation is progressing through the criminal justice system. TASIS England will do all it reasonably can to protect the anonymity of any children involved in a 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 and other children and staff at the School (including actions to protect them). Where there has been a report of sexual harassment, the need for 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 inform the School's own risk assessment. TASIS England will consider carefully any report of sexual violence or harassment and act in the best interests of the child.

TASIS England will also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies. The School actively considers the risks posed to our students and ensures adequate measures are in place to keep them safe. Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome following a referral to Children's Social Care.

12. Matters the DSL will consider with any report

With any report of sexual violence and/or harassment, the DSL will consider:

- the wishes of the victim/survivor in terms of how they want to proceed; victims/survivors will be given as much control as is reasonably possible over decisions about how any investigation is progressed and what support they are offered
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of 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)
- whether the alleged incident is a one-off or a sustained pattern of abuse
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- whether there are ongoing risks to the victim/survivor, other children, adult students or school staff
- any other related issues and the wider context

13. Managing the report

Whatever the School's response, it is underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions will be recorded. Depending on the disclosure, 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.
- **Involving Family Help / early help -** where a report may not require statutory intervention, involving Family Help (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 a child is at risk of harm, or there is 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.
- **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/survivor, perpetrator and other children. The DSL will work closely with the police to ensure the School's actions do not jeopardise the investigation. If a child is convicted or cautioned, the School will update the risk assessment and consider suitable action through its behaviour policy. It is important to ensure the victim/survivor and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child is found not guilty, TASIS England will continue to support the victim/survivor and perpetrator.

14. Supporting victims/survivors of child-on-child abuse

All students involved, whether perpetrator or victim/survivor, 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 with a view to ensuring the safety of all students. It would be decided whether the accused student should be removed from the Program for a period of time, or whether the alleged perpetrator should be removed from classes and any shared transport. Sleeping arrangements may need to be amended, and consideration would be given to whether contact between certain individuals should be prevented or supervised. The School would assess whether counselling or referral to an external safeguarding agency such as Childline or the NSPCC is required, and whether arrangements for listening to children are adequate. Any actions taken will be in the best interests of all children involved and are not a judgement of guilt of the alleged perpetrator.

In addition:

- support for the victim/survivor will consider their age, the nature of the allegations and the risk of further potential abuse; alleged perpetrators may also have unmet needs of their own
- 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
- TASIS England will be prepared to support victims/survivors
- TASIS England will take all reasonable steps to protect victims/survivors from bullying or harassment as a result of any report they have made
- TASIS England must ensure the victim/survivor is safeguarded, while still providing the perpetrator with an education and support as necessary
- TASIS England may discipline the alleged perpetrator, including while a police or social care investigation is ongoing, although it will liaise with these bodies to assist in determining any sanctions
- TASIS England will be clear about when its actions are to support the victim/survivor or perpetrator, and when its actions are to discipline the perpetrator for their conduct
- a student against whom an allegation of abuse has been made may be excluded from the Program for a fixed period during the investigation, and the Program's policy on behaviour, discipline and sanctions will apply

15. Interviews by the police

If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to any advice from Children's Social Care, the student's parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult (provided by the School if necessary). Usually, the DSL will try to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to make a referral to C-SPA if necessary. However, in accordance with DfE guidance, this will only be done when it will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the family, the DSL should clarify with C-SPA or the police whether, and if so when and by whom, the parents should be told about the referral. This is important 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.

16. 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, it is likely that some children will take 'sides'. The School will do all it can to ensure that the victim/survivor, the alleged perpetrator and any witnesses are not bullied or harassed. Social media is very likely to play a significant role in the fallout from any incident or alleged incident, with the potential for contact between victim/survivor and alleged perpetrator, and a high likelihood that friends from either side could harass either party 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 support is needed to keep all our students safe.

17. Extremism and radicalisation

All childcare settings have a legal duty to protect children from the risk of radicalisation and being drawn into extremism. There are many reasons why a child might be vulnerable to radicalisation, for example:

- feeling alienated or alone
- seeking a sense of identity or individuality
- suffering from mental health issues such as depression
- a desire for adventure or wanting to be part of a larger cause
- associating with others who hold extremist beliefs

Signs that a child might be at risk of radicalisation include:

- changes in behaviour, for example becoming withdrawn or aggressive
- claiming that terrorist attacks and/or violence are justified
- viewing violent and/or extremist material online
- possessing or sharing violent extremist material with others

If a member of staff suspects that a child is at risk of becoming radicalised, they will record any relevant information or observations on a Cause for Concern form and refer the matter to the DSL without delay.

18. Recording a concern

All information about suspected abuse or a disclosure, or a concern about radicalisation, will be recorded on a Cause for Concern form as soon as possible after the event. The record should include:

- the date of the disclosure, incident or observation causing concern
- the date and time at which the record was made
- the name and date of birth of the child involved
- a factual report of what happened; if recording a disclosure, you must use the child's own words
- the name, signature and job title of the person making the record

- the DSL should be made aware of all incidents on paper or electronic Cause for Concern forms and will then decide, usually in discussion with another senior manager, on an appropriate course of action

For concerns about child abuse, the DSL will contact Surrey C-SPA and will follow up all referrals in writing within 48 hours. If a member of staff thinks the incident has not been dealt with properly, they may contact Children's Social Care directly. For minor concerns regarding radicalisation, the DSL will contact Surrey C-SPA or, if available, the Local Authority Prevent Lead for support and advice. For more serious concerns, the DSL will contact the police on the non-emergency number (101) or the anti-terrorist hotline on 0800 789 321. For urgent concerns, the DSL will contact the police using 999.

19. Female Genital Mutilation (FGM)

Any child who is suspected to be a victim/survivor of, or at risk of, FGM must be referred to the police and Surrey C-SPA. Any member of staff aware of a child who is suffering or is likely to suffer FGM may contact the police directly; if unsure, contact the DSL or a Program Director.

20. Allegations against staff

All allegations of child abuse against staff will be reported to the Program Directors, the DSL and, if available, the Head of School. In each case, the Director, Head of School or DSL will refer to the Local Authority Designated Officer (LADO) within 24 hours, via C-SPA, who will then advise on next steps and any subsequent investigation, including any potential police involvement. 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, if so, what conditions should apply.

If TASIS England is given information that alleges a member of staff is or was abusing a child 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 may be doubt as to whether a referral should be made, the reporting staff member will consult the LADO without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of significant harm, a referral to Children's Services will be made without delay.

The School will not investigate allegations without first gaining the agreement of the LADO. 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(ren) agreed. Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children would be applied.

Not all concerns about an adult meet the harm threshold. The Program also recognises and acts on low-level concerns — conduct by a member of staff or volunteer that is inconsistent with the staff code of conduct but falls below the allegations threshold, whether reported by a colleague or self-reported. These concerns should be raised with the Program Directors or the DSL and handled in line with the whole-school Low-Level Concerns procedure within the TASIS England Safeguarding & Child Protection Policy, so that any emerging pattern of concern is identified and addressed early.

A member of staff who has concerns about safeguarding practice within the Program, or about how a safeguarding concern has been handled, and who feels unable to raise the matter through the usual channels, should refer to the TASIS England Whistleblowing Policy, which sets out confidential routes to

escalate concerns outside the normal line-management structure. Concerns may also be raised with the NSPCC whistleblowing advice line on 0800 028 0285.

21. Delayed recruitment checks

TASIS England recognises that formal checks are not available from some countries, that they can be significantly delayed, or that a response may not be provided. In such circumstances, TASIS England will seek to obtain further information from the country in question, such as a reference from any employment undertaken there. If a satisfactory reference is obtained, the School may allow the applicant to commence work pending receipt of the formal check, if the applicant is considered suitable on the basis of the information obtained.

All suitability assessments must be documented and retained on file. Continued employment will remain conditional upon TASIS England being provided with the outcome of the formal check and it being considered satisfactory. In addition, where an applicant for a teaching position has worked as a teacher outside the UK, the School will ask the applicant to obtain, from the professional regulating authority of the teaching profession in each country in which they have worked as a teacher, evidence which confirms that no sanctions or restrictions have been imposed and that the authority is not aware of any reason why the applicant may be unsuitable to work as a teacher. The School will also ask shortlisted applicants (and their referees) to disclose whether they have ever been referred to, or are the subject of a sanction issued by, the regulator of the teaching profession in the countries in which they have carried out teaching work.

Sanctions and restrictions issued by the regulating authority of another country will not necessarily prevent a person from working as a teacher at the School; however, the School will take all relevant information into account in determining suitability. If the formal check is delayed and references are not available, the applicant's proposed start date may be delayed until the formal check is received. If no information is available from a particular country, the School will carry out an assessment of suitability on the basis of all other suitability information obtained. TASIS England will take proportionate, risk-based decisions on a person's suitability in such circumstances. All suitability assessments must be documented and retained on file.

22. Promoting awareness among staff

The School promotes awareness of child abuse and the risk of radicalisation through staff training. The School ensures that:

- the DSL has relevant experience and receives appropriate training in safeguarding and the Prevent Duty, and is aware of the Channel Duty guidance and how to access it
- DSL training is refreshed in line with Surrey Safeguarding Children Partnership requirements
- safer recruitment practices are followed for all staff
- all staff have a copy of this Safeguarding Policy, understand its contents and are vigilant to signs of abuse, neglect or radicalisation
- all staff are aware of their statutory duties regarding the disclosure or discovery of child abuse and concerns about radicalisation
- all staff receive basic safeguarding training, and safeguarding is a permanent agenda item at all staff meetings

- all staff receive basic training on the Prevent Duty
- all staff are familiar with reporting and recording on Cause for Concern forms
- the School's procedures are in line with the government guidance in Working Together to Safeguard Children and What to do if you're worried a child is being abused

These expectations apply to everyone working with children on the Program, including volunteers, activity providers, visiting and agency staff, external coaches and short-term contractors. All are subject to safeguarding checks proportionate to their role and degree of contact with children, receive a safeguarding induction covering how to report a concern and the identity of the DSL, and are required to comply with this policy and the staff code of conduct while on site.

23. Use of mobile phones and cameras

Photographs will only be taken of children with their parents' permission. Only school-authorised cameras and devices will be used to take photographs of children during the Summer Program. Neither staff nor visitors may use their personal mobile phones to take photographs at the School. For more detail, see our Mobile and Smart Technology Policy within the TASIS England Online Safety Policy, available on the School website.

Students are expected to use the network systems responsibly. It is not possible to compile a complete set of rules about what is and is not acceptable; however, the above should serve as a guide, and in cases of dispute the decision of the Program Directors and/or Head of School will be final. Student access to networked resources is a privilege, not a right. Students are expected to use the resources for the educational purposes for which they are provided and in accordance with the Acceptable Use Policy.

Resources

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Equality Act 2010
- Education Act 2002
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003
- Human Rights Act 1998
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2026
- What to do if you're worried a child is being abused - Advice for Practitioners
- Keeping Children Safe During Community Activities, After-School Clubs and Tuition (2022)
- TASIS England Safeguarding & Child Protection Policy (whole school)
- Surrey Safeguarding Children Partnership - https://www.surreyscp.org.uk/

Appendix A - Version history

This appendix records substantive changes to the policy. Substantive means changes to legislation, statutory references, personnel, procedures or policy decisions. Typographical, formatting and branding corrections are not logged.

Versions

Version 6.0 (17 June 2026) — current version, this document.

Version 5.0 (14 June 2025) — previous version, superseded by v6.0.

Changes from v5.0 to v6.0

SECTION	FROM (V5.0)	TO (V6.0)	REASON
1. Introduction; Resources	Working together to Safeguard Children 2018 (updated February 2024).	Working Together to Safeguard Children 2026 (published March 2026, replacing the 2023 edition).	statutory (WTSC 2026)
1. Introduction; Resources	Keeping Children Safe in Education (no year cited).	Keeping Children Safe in Education 2025 (in force from 1 September 2025).	statutory (KCSIE 2025)
3. Contextual safeguarding	Online safety passage with no reference to information/content risks.	Added KCSIE 2025 online content risks: misinformation, disinformation and conspiracy theories, and generative AI.	statutory (KCSIE 2025)
13. Managing the report	'Involve Early help'.	'Involving Family Help / early help', reflecting the Family Help model introduced by Working Together to Safeguard Children 2026.	statutory (WTSC 2026)
Key contacts — Program DSL	Mr Colin Williams (DSL).	Mr Matt Kiely (DSL). Telephone and email to be confirmed.	personnel
Approved by	Ratified by the Head of School only.	Head of School, Summer Program Directors, Whole School DSL and Summer Program DSL.	structural
Key contacts — titles	Tom Trembulak listed as Deputy Director of Summer Program; Jason Tait as Director of Pastoral Care / DDSL.	Tom Trembulak as Summer Program Director; Jason Tait as Whole School Designated Safeguarding Lead.	personnel
Key contacts — DDSL	Bryan Nixon listed as DDSL (Session 2).	Head of School DDSL designation removed; DDSL line-up for 2026 confirmed.	personnel
On-call DSL rota	Dated rota for Summer 2025.	Rota structure retained; 2026 periods and named leads confirmed.	personnel
Document control	Version 5.0; published/ratified 14 June 2025; ref TESP_SafeguardingChildProtection_14062025.	Version 6.0; published/ratified 17 June 2026; ref TESP_SafeguardingChildProtection_17062026.	structural
3. Contextual safeguarding	No explicit recognition of international students' additional vulnerabilities.	Added recognition of language and cultural barriers, homesickness and isolation, unfamiliarity with UK	structural

SECTION	FROM (V5.0)	TO (V6.0)	REASON
		safeguarding norms, and dependency on accompanying adults.	
20. Allegations against staff	No explicit low-level concerns procedure.	Added a low-level concerns paragraph cross-referring to the whole-school Low-Level Concerns procedure.	structural
20. Allegations against staff	No whistleblowing cross-reference.	Added a whistleblowing cross-reference and the NSPCC whistleblowing advice line.	structural
22. Promoting awareness among staff	Expectations framed around staff and volunteers generally.	Added explicit safeguarding expectations for volunteers, activity providers, visiting and agency staff, external coaches and contractors.	structural