Safeguarding Children and 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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Responsible Area	Designated Safeguarding Lead

Agreed by:

Head of School	Designated Safeguarding Lead	Chair of the Board of Directors
Bryan Nixon	Jason Tait	David King
30 September 2026	30 September 2026	30 September 2026

This policy complies with The Education (Independent School Standards) (England) Regulations (ISSR) (DfE: currently in force); the National Minimum Standards (NMS) for Boarding Schools (DfE: May 2026, particularly Standard 8)**;** Keeping Children Safe in Education (KCSIE) (DfE: September 2026); and Surrey Safeguarding Children's Partnership (Surrey Children's Services, the relevant Integrated Care Boards and Surrey Police).

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Safeguarding Statement 2026

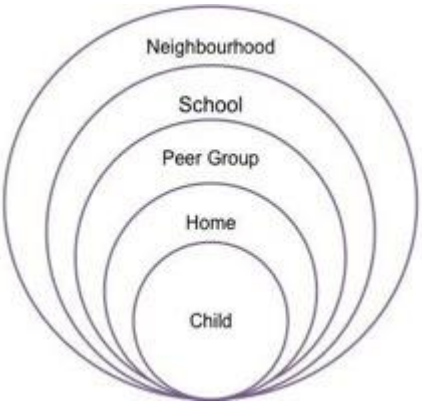
'Safeguarding is Everyone's Business'. TASIS England recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

The purpose of this policy is to provide faculty, staff, contractors, volunteers, Senior Leadership Team, and the Board of Directors with the framework they need in order to keep children safe and secure at TASIS England. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

For the purposes of this policy, the term "Board of Directors" is deemed to have the same meaning as "Proprietor" in accordance with the Education (Independent School Standards) Regulations 2014 and may be used interchangeably. Additionally, the terms "faculty" and "staff" may be used interchangeably and refers to, and includes all TASIS England employees, directors, contractors and volunteers.

Contextual safeguarding: Faculty and staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (DSL) (and Deputies - DDSL) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. The school recognises that some groups of students may be disproportionately vulnerable to harm, both online and offline.

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 the student body to challenge harmful, gendered school cultures, thus improving the school environment. Additionally, we 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 towards 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.

Definitions

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

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

- Preventing impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

Appropriate Adult is a person whose role is to safeguard the rights, welfare, and entitlements of children and vulnerable adults detained or interviewed by police or other statutory agencies.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child(ren) refers to all those under the age of 18 years enrolled at TASIS England.

Students refer to all children and young people enrolled at TASIS England, under or over the age of 18. Where a learner is 18 or over, concerns may also engage adult safeguarding duties (Surrey Safeguarding Adults Board); the DSL will liaise with the appropriate agency while ensuring any children involved are protected under KCSIE 2026.

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

C-SPA refers to the Children's Single Point of Access - **MAP** refers to the Surrey Multi-Agency Partnership.

DSL refers to the Designated Safeguarding Lead and DDSL to Deputy Designated Safeguarding Lead

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

The local safeguarding partnership has three partners:

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

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

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

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

Parents refer to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

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

SCR refers to the Single Central Record and the requirement for at least one person conducting a recruitment interview to be trained in safer recruitment techniques.

This policy is reviewed annually or more frequently as required to ensure it remains compliant with current legislation, regulatory requirements, and best practice.

Main Responsibilities of the DSL

The Proprietor ensures that a member of the Senior Leadership Team is appointed as the Designated Safeguarding Lead (DSL) with sufficient status and authority to discharge the role. The DSL has lead responsibility for safeguarding and child protection, including online safety and a working knowledge of the school's filtering and monitoring arrangements in line with DfE guidance. These requirements are explicit in the role holder's job description. The DSL is provided with the time, funding, training, resources and support necessary to perform the role effectively. A detailed statement of DSL/DDSL responsibilities is set out in Annex B of KCSIE 2026.

At TASIS England, filtering and monitoring are overseen by the DSL and extend to the use of school-approved artificial intelligence (AI) tools. The school recognises the safeguarding risks these may pose, including grooming, the creation and dissemination of deepfakes, and children's exposure to harmful or inappropriate content.

The DSL will:

- liaise with staff (including SLT, teachers, pastoral staff, school nurses, IT staff, mental health leads, learning support teams and school counsellors) on matters of safety, safeguarding and welfare, including online and digital safety; and
- consult with and make referrals to relevant agencies as appropriate, ensuring children's needs are considered holistically.

Key Personnel

TASIS ENGLAND

SAFEGUARDING TEAM

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



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Chair of the Board of Directors

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In an emergency, call Surrey Children's SPA (Single Point of Access): +44 (0) 300 470 9100 (out of hours 01483 517898) and/or the Police

Surrey Children's Services Contacts

If you believe a child has suffered or is likely to suffer significant harm, Children's Social Care must be contacted immediately:

Children's Social Care referrals:
Children's Single Point of Access (C-SPA): 0300 470 9100 cspa@surreycc.gov.uk
Out-of-hours contact: 01483 517898 edt.ssd@surreycc.gov.uk

Contact for people with hearing or speech impairments: 07527 182 861
Out-of-hours contact 07800 000 388

Surrey Local Authority Designated Officer (LADO): 0300 123 1650 (option 3) lado@surreycc.gov.uk

KCSIE: The key safeguarding responsibilities within each of the roles above are set out in KCSIE 2026

If you believe a child is at immediate risk of significant harm or injury, you must call the emergency services on 999.

Safeguarding:
For safeguarding questions or advice about safeguarding arrangements and incidents within schools contact the Education Surrey 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

Prevent:
The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism using the Prevent referral route. Surrey Prevent referrals are sent to preventreferrals@surrey.police.uk. If the matter is urgent, call 999; otherwise, police advice can be sought via 101. The national Prevent advice line is 0800 011 3764.
If the matter is urgent then police must be contacted by dialling 999. In cases where further advice from the police is sought dial 101.
To speak to the Prevent Supervisor for Surrey call 07795 043 842
There is a dedicated telephone Prevent helpline 0800 011 3764 for faculty and staff and Board Directors to raise concerns.

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: fgm.help@nspcc.org.uk

Introduction

This policy complies with the Education (Independent School Standards) Regulations 2014 (ISSR), the National Minimum Standards for Boarding Schools (NMS) (DfE: May 2026, particularly Standard 8), Keeping Children Safe in Education KCSIE) (DfE: September 2026) and the Surrey Safeguarding Children's Partnership.

All action taken by TASIS England will be in accordance with statutory, national, and local guidance – this includes:

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

- Working Together to Safeguard Children (March 2026), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of settings. Working Together 2026 distinguishes universal services and community-based early help from targeted early help delivered through Family Help; TASIS England will engage with Surrey's early help and Family Help arrangements as directed by the DSL.

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

- Early years foundation stage (EYFS) Section 3: (Safeguarding and Welfare requirements)

- Local Guidance from the Local Safeguarding Partnership: Surrey Safeguarding Children Partnership (SSCP) including Surrey SCP Procedures.

This policy applies to all members of faculty and staff, volunteers, Senior Leadership Team, and the Board of Directors, parents and students at TASIS England.

Guidance and documents referred to in this policy:

- Surrey Safeguarding Children Partnership protocols, guidance and procedures
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026
- Disqualification under the Childcare Act 2006 (updated 2019)
- FGM Act 2003 Mandatory Reporting Guidance 2015 (updated January 2020)
- 'What to do if you are worried a child is being abused' 2015
- Teachers' Standards
- Information sharing: advice for practitioners providing safeguarding services
- The Equality Act 2010
- Early years foundation stage (EYFS) statutory framework
- Filtering and monitoring standards for schools and colleges (current DfE digital and technology standards, June 2026)
- Cyber security standards for schools and colleges (current DfE digital and technology standards, June 2026)
- Promoting and supporting mental health and wellbeing in schools and colleges (updated 2025)
- Behaviour in schools (updated 2024)
- After school clubs, community activities and tuition: safeguarding guidance for providers (February 2026)
- Mobile phones in schools' statutory guidance (June 2026), to be followed from 1 September 2026
- Digital and technology standards in schools and colleges (June 2026)

- Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities (July 2026)
- Children missing education: statutory guidance for local authorities and schools (September 2025)
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Operation Encompass statutory guidance
- Crime and Policing Act 2026, including changes to regulated activity with children from 1 September 2026
- Restrictive interventions, including use of reasonable force, in schools (effective 1 April 2026), together with the schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Early Years Foundation Stage statutory framework for group and school-based providers (13 July 2026; effective 1 September 2026)
- National Minimum Standards for Boarding Schools (May 2026)
- Allergy safety in schools: statutory guidance (July 2026) — statutory for maintained schools and academies; the school has regard to it as good practice pending its intended extension to independent schools through the Independent School Standards
- Surrey County Council policies regarding Physical Intervention When Working With Children And Young People (see section 4.6 Health and Wellbeing)

This policy should be read in conjunction with the following TASIS England policies and procedures:

- Safer Recruitment
- Whistleblowing
- Faculty and Staff Behaviour (Code of Conduct)
- Behaviour Management, Discipline and Sanctions
- Anti-Bullying (Countering Bullying) Policy
- Online Safety (inclusive of AI)
- Attendance
- Health and Safety
- Data Protection
- Students Missing Education Policy
- Searching, screening and confiscation

and

- TASIS England policies regarding physical intervention
- TASIS England Teacher Professional Standards

Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty.

General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Faculty and staff are aware of the additional barriers to recognising abuse, neglect and exploitation in children with Special Educational Needs and Disabilities (SEND) in line with our Learning Support Special Educational Needs Policy (available upon request). TASIS England recognises the additional safeguarding vulnerabilities of boarding students and addresses these in its provision.

TASIS England also adheres to the principles of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Policy Aims

The aims of this policy are to:

- provide faculty and staff with the framework to promote and safeguard the wellbeing of children and in doing so keep children safe and meet their statutory responsibilities
- ensure consistent good practice across the TASIS England community and ensure that safeguarding follows a whole school approach
- clarify safeguarding expectations for members of the school's community, faculty and staff, Board Directors, students, and their families
- contribute to the establishment of a safe, resilient, and robust safeguarding culture at TASIS England built on shared values; that children are treated with respect and dignity, taught to treat each other and faculty and staff with respect, that they feel safe, have a voice and are listened to
- support contextual safeguarding practice recognising that the school can be a location where harm can occur
- set school expectations for developing knowledge and skills within the school community (faculty and staff, students, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them
- assist with the early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety, and
- work in partnership with children, parents/carers, and other agencies in the Surrey Safeguarding Children Partnership.

School Mission, Policy Principles and Values

Safeguarding at TASIS England is based on our school Mission and the following principles and values:

- **Mission Statement:** TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded, and compassionate member of a global community

- **Policy Principle and Values:**
- That the welfare of the child is paramount
- Maintaining an attitude of "It could happen here"
- Maintaining a "zero-tolerance" approach to sexual violence and sexual harassment
- That children have a right to feel safe and secure, they cannot learn effectively unless they do so
- That all children have a right to be protected from harm and abuse
- That all faculty and staff have a role in the prevention of harm and abuse. They hold an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either at TASIS England or in the community, considering contextual safeguarding, in accordance with statutory guidance
- That we acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children

- That whilst TASIS England will work openly with parents/carers as far as possible, it reserves the right to contact social care or the police, without notifying parents/carers if this is believed to be in the child's best interests, and
- That we will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

Supporting Children

TASIS England will support all children by:

- Providing a safe place and stability in the lives of all children. TASIS England recognises that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn

- Promoting a caring, safe and positive environment within the school

- Encouraging self-esteem and self-assertiveness, through the curriculum and through positive relationships within the TASIS England community

- Ensuring children are taught to understand and manage risk through Personal, Social, Health and Economic education (PSHEE) and Relationship and Sex Education (RSE) and Health Education through all aspects of school life, including staying safe online

- Responding sympathetically to any requests for time out to deal with distress and/or anxiety

- Ensuring children are made aware of and have access to details of helplines, counselling, or other avenues of internal or external support

- Liaising and working in partnership with support services and agencies involved in early help and the safeguarding of children

- At TASIS England, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the DSL/DDSL.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health, and care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement as association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, or in Alternative Provision or a Pupil Referral Unit (PRU)
- is misusing drugs and other alcohol themselves
- is at risk of modern slavery, trafficking, and/or sexual or criminal exploitation

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is a privately fostered child
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- Notifying children's social care without delay if there is an immediate risk of significant harm, and

- Providing continued support to children about whom they have concerns and those who leave TASIS England by ensuring that information is shared confidentially with the child's new setting. TASIS England will ensure records are forwarded as a matter of priority and within statutory timescales.

The DSL will consider if it would be appropriate to share any additional information with the new school or college 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 college. For example, information that would allow the new school or college 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.

TASIS England recognises it plays a significant part in the prevention of harm to our students by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

TASIS England will:

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

- Include regular consultations with students e.g., through questionnaires, participation in anti-bullying activity, asking children to report whether they feel safe at school through the Student Voice Page

- Ensure that all students know they can access appropriately trained adults at TASIS England whom they can approach if they are worried or in difficulty

- Include safeguarding across the curriculum, including PSHEE opportunities which equip students with the skills they need to keep themselves and others safe, including online, and to know to whom they should turn to for help. It is also recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims/survivors of abuse, and children with Special Educational Needs and Disabilities. TASIS England is aware that indicators of possible abuse can be related to a disability, difficulties in communication, or a tendency for children with SEND to be more socially isolated.

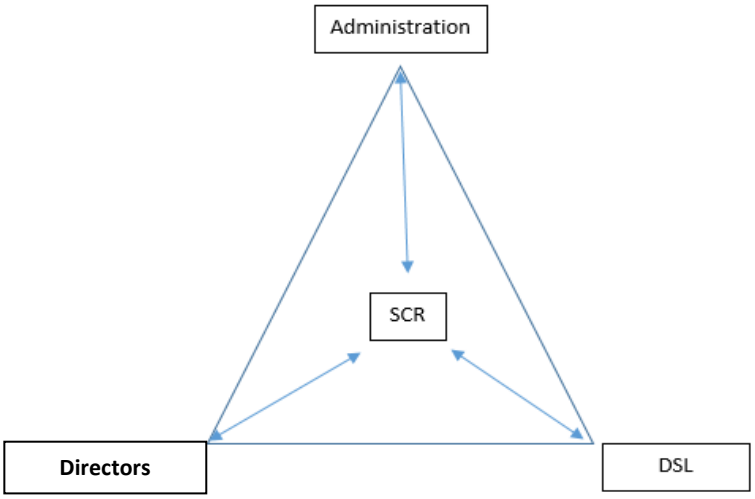
- Provide preventative education by creating a culture of **zero tolerance** for sexism, misogyny/ misandry, racism, homophobia, biphobia, transphobia and sexual violence and sexual harassment, and

- Ensure all faculty and staff are aware of the school's guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Professional expectations, roles, and responsibilities

Safer recruitment, selection, disclosure policy and procedures inclusive of the Single Central Record (SCR) for staff appointments

Please refer to our Safer Recruitment Policy for comprehensive information on recruitment processes and checks. TASIS England adheres to the guidelines set out in Part 3 of KCSIE 2026. All applications for paid or voluntary positions are thoroughly scrutinised, including interviews and appropriate checks through the Disclosure and Barring Service (DBS).



From 1 September 2026, the Crime and Policing Act 2026 removes the former supervision exemption from regulated activity with children. The school's safer recruitment arrangements and DBS/barred-list checks for volunteers and other adults will reflect the revised KCSIE 2026 regulated-activity provisions.

We maintain a Single Central Record (SCR) that documents all essential checks required by KCSIE 2026, including the certificates obtained. This SCR applies to all faculty and staff (including contractors and agency staff), the Board of Directors, and volunteers working at the school. Details of these checks are recorded before they start work. Shortlisted candidates are also informed that online searches may be conducted as part of due diligence.

The school conducts risk assessments to appropriately vet staff from other organisations who work with our students on external trips, including adults supervising students on work experience. If the required documentation is unavailable or checks are incomplete before any staff member or adult begins work, a risk assessment will be carried out to determine the appropriate course of action. This could include allowing supervised access for a limited period or postponing the start date.

We also require contractors working on-site to provide assurance of their identity upon arrival, and TASIS England carries out appropriate vetting checks for self-employed individuals.

Visitors and visiting speakers

All visitors must complete the signing in and out process with our Security Team, wear a school visitor's ID badge and lanyard, and receive key safeguarding information, including the contact details of the school's safeguarding personnel. This information is provided in a leaflet upon arrival.

Scheduled visitors in a professional capacity (such as fire officers, police, or NSPCC staff) are required to provide evidence of their role and employment (usually an identity badge) when they arrive. The school carefully assesses the suitability of external organizations, including the educational value and age appropriateness of the content being delivered by the visitor, before confirming any visit.

For unscheduled visits or unknown visitors, the school will contact the relevant organization to verify the visitor's identity if needed, and a risk assessment will be conducted. Any unidentified visitors will be challenged by staff or reported to Security and/or the Head of School.

Under the Prevent statutory guidance, TASIS England sets out clear protocols to ensure that any visiting speakers potentially subject to the Prevent duty, whether invited by staff or students, are suitable and appropriately supervised. This process does not routinely include children's barred list checks unless the visitor will engage in regulated activity; visitors are supervised and risk-assessed and an internet search will take place when necessary. Visiting speakers are never left alone with students.

The interaction between the Prevent duty to check speakers and the KCSIE 2026 guidelines generally means that appropriate checks on visiting speakers will be made where necessary. These checks are documented according to considerations such as the speaker's role, frequency of visits, level of supervision, payment status, and employment by another organisation, as per the Independent School Standards Regulations (ISSR).

Role of the school

TASIS England will ensure that:

- Details of the DSL and DDSLs are available on the TASIS England website and notice boards around the school campus.

- TASIS England operates safer recruitment procedures in line with KCSIE 2026 which includes statutory checks on the suitability of all those who work with children at TASIS England.

- All faculty and staff receive information about TASIS England safeguarding arrangements, the safeguarding statement, Faculty and Staff Behaviour Policy (Code of Conduct), Safeguarding Children and Child Protection Policy, the role and names of the DSL and DDSLs, and Part 1 of Keeping Children Safe in Education 2026 in full. School leaders and staff who work directly with children will also read Annex A. The Board of Directors must be familiar with Part 2 of KCSIE 2026, which covers leadership and governance responsibilities for safeguarding.

- All faculty, staff and the Board of Directors receive regular safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction in line with advice from Surrey SCP. Training is regularly updated as required, and at least annually to continue to provide faculty, staff and the Board of Directors with relevant skills and knowledge to safeguard children effectively.

- All members of faculty and staff are trained in and receive regular updates in online safety and reporting concerns via the Child Protection Online Monitoring System (CPOMS).

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

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

- The Safeguarding Children and Child Protection Policy is made available via the TASIS England website, and a paper copy is available upon request for faculty, staff, parents/carers if required.

- All parents/carers are made aware of the responsibilities of faculty and staff members with regard to safeguarding and child protection procedures.

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

- It checks the suitability of all adults working with children on the TASIS England site at any time and ensures that any groups who use the school premises adhere to TASIS England's safeguarding policies and procedures.

- Community users organising activities for children are aware of the TASIS England's safeguarding policies and procedures.

- The names of the designated members of faculty and staff with safeguarding and child protection responsibilities, the DSL and DDSL(s), are clearly advertised throughout the school campus.

All Faculty and Staff will:

maintain an attitude of "It could happen here" with regards to safeguarding.

understand that safeguarding is "everyone's responsibility".

maintain a **zero-tolerance** approach to sexual violence and sexual harassment.

read and understand Part 1 of statutory guidance KCSIE 2026 in full. School leaders and staff who work directly with children will also read Annex A.

In addition to this all faculty and staff will be aware of the systems in place which support safeguarding including reading the following TASIS England policies:

- Safeguarding Children and Child Protection Policy
- Behaviour Management Discipline and Sanctions Policy
- Faculty and Staff Behaviour Policy (Code of Conduct)
- Students Missing Education
- Data Protection Policy
- Read and understand the role of the DSL

All faculty and staff will:

know who and how to contact the DSL and DDSLs and the Chair of the Board of Directors (the Board Director responsible for safeguarding).

- be aware of indicators of abuse, neglect and exploitation understanding that children can be at risk of harm inside and outside of the school setting, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that faculty and staff are able to identify cases of children who may be in need of help or protection.

- be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:

    - who may require social care intervention and may be experiencing abuse, neglect or exploitation
    - requiring mental health support (in line with DfE 'Promoting and supporting mental health and wellbeing in schools and colleges' 2025)

- may benefit from early help
- where there is a radicalisation concern
- where a crime may have been committed

- provide a safe environment in which children can learn.

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

- ensure children know that there are adults at TASIS England who they can approach if they are worried or have concerns.

- be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health problems can also develop into safeguarding concerns, including self-harm, suicidal ideation or risk of suicide. Where a mental health concern is also a safeguarding concern, staff must act immediately under this policy.

  Potential warning signs that a child may be struggling with their mental health, self-harming, experiencing an eating disorder or suicidal ideation may include significant changes in behaviour, ongoing difficulty sleeping, withdrawal from social situations, loss of interest in activities they usually enjoy, and physical signs of self-harm or self-neglect. Not every child displaying these signs will have a mental health concern; however, faculty and staff will remain professionally curious and raise concerns promptly.

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

- take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding Children and Child Protection Policy and procedures.

  Where a child is considered to be in immediate danger, staff must call 999 or arrange for the child to be taken to A&E immediately by a parent/carer or other suitable person. Where urgent mental health support is required but the situation is not an emergency, support may be sought through NHS 111 online or by calling 111 and selecting the mental health option.

- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

- attend training in order to be aware of and alert to the signs of abuse, neglect and exploitation.

- know how to respond to a child who discloses harm or abuse in line with Working Together to Safeguard Children (March 2026), and What to do if you are worried a child is being abused (2015).

  Safeguarding issues can overlap. Staff should be alert to combinations of concerns including drug or alcohol misuse, persistent absence, serious violence, criminal exploitation (including county lines), radicalisation, and consensual or non-consensual making or sharing of nudes or semi-nudes.

- be familiar with the school's unauthorised absence and children missing education procedures and recognise that unexplainable or persistent absence may overlap with other safeguarding risks.

- record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day, either through CPOMS, in person, or by email. If the DSL is not contactable immediately inform a DDSL.

- be prepared to refer directly to the Children's Single Point of Access (C-SPA), and the police if appropriate, if there is a risk of significant harm and the DSL or their DDSL is not available.

- follow the allegations procedures, as set out in this policy and KCSIE 2026, if the disclosure is an allegation against a member of faculty and staff, supply staff, trainee teacher, SLT member, volunteer or contractor.

- report low-level concerns (as defined in KCSIE 2026) about any member of faculty and staff, volunteer or contractor to the Head of School in person or by email. See Appendix 1 of the TASIS England Faculty and Staff Behaviour Policy (Code of Conduct) for the procedures in line with Surrey LADO guidance.

- provide support for children subject to early help, child in need or child protection processes and be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.

- listen positively and try to reassure any child or young person who approaches them. They cannot promise complete confidentiality and should explain that they need to pass information to other professionals to help keep the child and/or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

- notify the DSL or their DDSL of any child on a 'child protection plan' or a 'child in need' plan who has an unexplained absence.

- understand early help and be prepared to identify and support children who may benefit from early help. Where appropriate, liaise with other agencies that support children and provide early help.

- be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may not recognise these experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

- be mindful that the Teachers' Standards state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Head of School

In addition to the role and responsibilities of all faculty and staff the Head of School will ensure:

That TASIS England fully contributes to inter-agency working in line with Working Together to Safeguard Children (March 2026) guidance.

That the TASIS England Safeguarding Children and Child Protection Policy and procedures are implemented and followed by all faculty and staff.

That TASIS England has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.

That faculty and staff have appropriate knowledge of the relevant sections of KCSIE 2026, including Part five: Child-on-child sexual violence and sexual harassment.

That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is the case and that comprehensive records of all allegations are kept.

All faculty and staff are aware of the role of the DSL, including the identity of the DSL and the DDSLs.

Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to faculty and staff on safeguarding and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other faculty and staff to do so; and to contribute to the assessment of children.

Opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.

That DDSLs are trained to the same standard as the DSL and the role is explicit in their job description.

Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.

Where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.

Child-centred systems and processes are in place for children to express their views and give feedback.

All faculty and staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's Whistleblowing Policy and procedures.
Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

That allegations or concerns against faculty and staff and other adults are dealt with in accordance with guidance from the DfE, Surrey SCP and Surrey County Council (SCC).

That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of faculty the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

Record low-level concerns in cases which concern a member of faculty and staff, volunteer or contractor. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

The Designated Safeguarding Lead:

Current safeguarding leadership for 2026-27: DSL Jason Tait; DDSLs Jen Vinton (Upper School/Whole School), Matt Kiely (Boarding), Melodi Jordan (EYFS and K-8), Margaret Kirwan (PreK-Grade 4) and Ta'Yani Clark (Sport/Activities).

In addition to the role and responsibilities of all faculty and staff the DSL will:

Hold the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place) in school, this responsibility is not able to be delegated.

Liaise with Surrey County Council (and any other relevant local authorities as appropriate) and work in partnership with other agencies in line with Working Together to Safeguard Children (March 2026).

Where necessary contact Surrey's Child Protection Consultation Line for advice and support (0300 470 9100 option 3).

Manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the C-SPA, and act as a point of contact and support for faculty and staff. Requests for support should be sent securely by email to cspa@surreycc.gov.uk using the Request for Support Form urgent referrals should be made by telephone 0300 470 9100 or 03311 435554.

Report concerns that a child may be at risk of radicalisation or involvement in terrorism using the Prevent referral route. Surrey Prevent referrals are sent to preventreferrals@surrey.police.uk. If the matter is urgent, call 999; otherwise, police advice can be sought via 101. The national Prevent advice line is 0800 011 3764, and the DfE counter-extremism helpline is 020 7340 7264.

See NPCC "When to call the police – guidance for schools and colleges" for when to involve the police and what to expect. (DfE: July 2024)

Liaise with the "case manager" and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of faculty and staff, contractor or a volunteer.

Follow relevant DfE guidance and KCSIE 2026 on 'Child on Child abuse' when a concern is raised that there is an allegation of a child abusing another child within the school.

When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.

Be available during term time (during school hours) for TASIS England faculty and staff to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and TASIS England leadership for any out of hours/term activities.

When the DSL is unavailable, a trained DDSL will provide cover. If the DSL and DDSLs are unavailable, the school will ensure a suitable safeguarding route remains available so that concerns can be acted on without delay.

Act as a source of support and expertise in carrying out safeguarding duties for the whole school community.

Ensure that the names of the DSL and DDSL are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all faculty and staff.

Access training and support to ensure they have the knowledge and skills required to carry out the role.

Have a secure working knowledge of Surrey SCP procedures and understand the assessment process for providing early help and statutory intervention, in line with Surrey's Continuum of Support Matrix.

Have a clear understanding of access and referral to the local early help offer and will support and advise members of faculty and staff where early help intervention is appropriate.

Have a working knowledge of how Surrey County Council conduct an initial 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 lasting impact that adversity and trauma can have, including on the children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

Understand and support the school's delivery with regards to the requirements of the Prevent duty and provide advice and guidance to faculty and staff on protecting children from radicalisation.

Liaise with faculty and staff (especially pastoral support, behaviour leads, Health and Wellbeing Centre colleagues and SENDCO colleagues) on matters of safety and safeguarding and consult Surrey's Continuum of Support Matrix to inform decision making and liaison with relevant agencies. These barriers may include assumptions that indicators of possible abuse are related to a disability, difficulties in communication, or a tendency for children with SEND to be more socially isolated.

Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

Be alert to the specific needs of children in need, those with Special Educational Needs and Disability (SEND) and young carers.

Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.

Work with the Head of School and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance (noting that repeated or prolonged absence can be a safeguarding warning sign under KCSIE 2026), engagement and achievement at school.

Keep detailed, accurate, secure written records (either written or using appropriate secure online software), of all concerns, discussions and decisions about a child made including the rationale for those decisions and actions taken. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent program etc.

Ensure that an indication of the existence of the additional safeguarding/child protection file is marked on the child's main file record.

Ensure that when a child transfers school (including in-year), their safeguarding/child protection file is passed to the new setting 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 should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

If the transit method requires that a copy of the safeguarding/child protection file is retained until such a time that the new setting acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.

Ensure that where a child transfers to a setting and is on a child protection plan, child in need plan or is a child looked after, their information is passed to the new setting immediately and that the child's Social Worker is informed. In addition, consideration should be given to a multi-agency settings transition meeting if the case is complex or on-going.

Ensure that all appropriate faculty and staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.

Report to the Head of School any significant issues for example, use of Surrey's FaST Resolution Process enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.

Organise safeguarding and child protection inductions, regularly updated training and a minimum of annual updates (including online safety) for all faculty and staff, keep a record of attendance and address any absences.

Ensure each member of faculty and staff has access to, and understands, the school Safeguarding Children and Child Protection Policy procedures, especially new and part-time faculty and staff.

Ensure that in collaboration with TASIS England leadership and Board of Directors, the Safeguarding Children and Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

Ensure that the Safeguarding Children and Child Protection Policy is available publicly and that parents/carers know that referrals about suspected abuse, neglect or exploitation may be made and the role of TASIS England in this.

Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a Social Worker are experiencing with teachers and leadership colleagues.

Establish and maintain links with the Surrey SCP to make sure faculty and staff are aware of training opportunities and the latest policies on local safeguarding arrangements.

Contribute to and provide, with the Head of School and Chair of the Board, the biennial (s157 s175) Statutory Audit for Safeguarding Arrangements and Termly Safeguarding Data Collections via PHEW to Surrey County Council.

All safeguarding files are retained and disposed of in line with our Records Retention Policy and UK GDPR/data protection obligations.

Duties are further outlined in KCSIE 2026, Annex B.

The Deputy Designated Safeguarding Leads:

In addition to the role and responsibilities of all faculty and staff the DDSL will:

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

Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.

In the absence of the DSL, carry out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the DDSL will assume all of the functions of the DSL.

The Board of Directors

All members of the Board of Directors understand and fulfil their responsibilities to ensure that:

There is a whole school approach to safeguarding, involving everyone at TASIS England and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development.

The Chair of the Board of Directors is the nominated Board Member for safeguarding.

The Board of Directors should ensure that all Board members receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place at TASIS England are effective and support the delivery of a robust whole school approach to safeguarding. Training should be regularly updated.

The child's wishes and feelings are considered when determining what action to take and what services to provide.

TASIS England has effective safeguarding policies and procedures including a Safeguarding Children and Child Protection Policy, a Faculty and Staff Behaviour Policy (Code of Conduct), a Student Behaviour Management, Discipline and Sanctions Policy and a response to children who go missing from education.

Safeguarding and associated policies are consistent with Surrey SCP and statutory requirements, are reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt and that the Safeguarding Children and Child Protection Policy is available on the TASIS England website.

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

Ensure recruitment, selection and induction follow safer recruitment practice including all appropriate checks.

Faculty and staff have been trained appropriately, and this is updated in line with guidance and all faculty and staff have read KCSIE 2026 Part 1 in full; school leaders and staff who work directly with children also read Annex A. Additionally, there are mechanisms in place to assist faculty and staff in understanding and discharging their roles and responsibilities as set out in the guidance.

Ensure that, as part of the requirement for faculty and staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole school safeguarding approach and wider faculty and staff training and curriculum planning.

Considering the above training requirements, the Board of Directors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.

All faculty and staff including temporary faculty and staff, volunteers and contractors are provided with the school's Safeguarding Children and Child Protection Policy and if applicable the Faculty and Staff Behaviour Policy (Code of Conduct).

Take a proportionate risk-based approach to the level of information that is provided to temporary faculty and staff, volunteers and contractors.

TASIS England has procedures in place for dealing with allegations against all faculty and staff (including the Head of School), volunteers and contractors and that a referral is made to the Disclosure and Barring Service and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have, had they not resigned.

Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in KCSIE 2026.

A member of the Senior Leadership Team has been appointed by the Board of Directors as the DSL who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.

That on appointment, the DSL and DDSLs initially undertake DSL 'New to Role' with 'Refresher' training at least every two years as well as attending DSL network events, to refresh knowledge and skills.

Children are taught about safeguarding (including online safety and the use of Artificial Intelligence (AI) tools) as part of a broad and balanced curriculum covering relevant issues through PSHEE and RSE.

The TASIS England Board of Directors will review at least once every academic year the effectiveness of filtering and monitoring systems in place to safeguard children online.

The Board of Directors will ensure that the school maintains and implements a policy on restrictive interventions, including reasonable force and seclusion, which reflects current statutory guidance and recording/reporting requirements and does not adopt a blanket "no contact" approach that could prevent staff from protecting children.

The Board of Directors will ensure that the school has appropriate cyber security arrangements in place.

The annual filtering and monitoring effectiveness review will be led by the member of the Senior Leadership Team responsible for filtering and monitoring, with support from the DSL and IT team, and will include checks that filtering operates appropriately on internet-connected devices in relevant locations.

Ensure that the Senior Leadership Team and relevant faculty and staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

TASIS England will comply with DfE and the Surrey County Council Policy Guidance for Safeguarding Children Missing Education and Education Other Than at School.

Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.

Ensure that safeguarding and child protection files are maintained as set out in KCSIE 2026 Annex B.

Enhanced DBS checks (without barred list checks unless the Board Director is also a volunteer at the school) are in place for all Board Directors.

Ensure section 128 checks are undertaken as defined in KCSIE 2026.

Ensure that where the Board of Directors hire or rent out school facilities to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

Confidentiality, Sharing and Withholding Information

All matters relating to safeguarding and child protection will be treated as confidential and only shared as per the 'Information sharing: advice for practitioners providing safeguarding services' guidance. TASIS England will refer to the guidance in 'Data protection: toolkit for schools' to support the school with data protection activity, including compliance with UK General Data Protection Regulation (UK GDPR).

The school complies with section 16LA of the Children Act 2004 and the associated statutory guidance. Where the statutory criteria are met, the school must share relevant and proportional information, either proactively or in response to a request, with another organisation or practitioner within the scope of the duty where this may facilitate the safeguarding or promotion of a child's welfare. Sharing is not dependent on a child meeting a statutory intervention threshold or on obtaining consent. The duty does not apply where disclosure would be more detrimental to the child than not disclosing the information. All sharing must comply with applicable data protection law, and decisions and their rationale should be appropriately recorded.

Arrangements are in place setting out the processes and principles for sharing information within TASIS England and with local authority children's social care, the safeguarding partners and other organisations, agencies and practitioners as required. The Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025 do not prevent or limit necessary information sharing for the purpose of keeping children safe.

Information will be shared with faculty and staff within TASIS England who 'need to know'.

Relevant faculty and staff have due regard to UK GDPR principles which allow them to share (and withhold) information.

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

Where safe and appropriate, the school will inform parents/carers when making a referral to children's social care. Parental consent is not required to share safeguarding or welfare information where disclosure is lawful.

Reporting and Responding to Safeguarding Concerns

The following procedures cover all students at TASIS England from PreK to Grade 12 and Boarding and apply to all faculty and staff working at TASIS England and will be covered in training to enable faculty and staff to understand their role and responsibility.

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

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

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

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

Make an initial record of the information related to the concern as soon as possible on CPOMS including details of:

- Date
- Time
- Place
- Who was present
- Context
- Details of disclosure/concern (using the child's words)
- Demeanour/non-verbal behaviours of the child
- Child's voice
- Any injuries (using a body map to record these)
- Rationale for decision making
- Actions taken

Report it to the DSL immediately. Paper forms are available to those without access to the online system.

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

The records must be signed and dated by the author or / equivalent on electronic based records

In the absence of the DSL or DDSL, all faculty and staff must be prepared to and know how to refer directly to C-SPA (and the police if appropriate) if there is the potential for immediate significant harm or contact the consultation line at the C-SPA for support and advice.

Following a report of concerns the DSL must:

Use the Continuum of Support for Children and Families in Surrey and Continuum of Support Matrix to decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the police if it is appropriate.

The school should try to discuss any concerns about a child's welfare with the parent/carer and where possible obtain their agreement before making a referral to the C-SPA. However, this should only be done when:

- it will not place the child at increased risk
- or sexual/organised abuse is suspected
- or the fabrication of an illness is suspected
- or where the discussion could impede a police investigation or Social Work enquiry

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

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

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

The exception to this process will be in those cases of known FGM where there is a mandatory reporting duty for a teacher or staff member to report directly to the police where they are either:

- Informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.

The DSL should also be made aware.

Systems are in place for students to confidently report abuse. The Student Voice Page is well-promoted, easily understood and easily accessible. We make it clear that concerns will be taken seriously, and students can safely express their views and give feedback.

Dealing With Safeguarding Concerns

All faculty and staff should follow these guidelines:

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

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

All faculty and staff should know who the DSL is and who to approach if the DSL is unavailable. All faculty and staff have the right to make a referral to the C-SPA or police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on TASIS England premises at the time and have concerns about sending a child home. These barriers may include assumptions that indicators of possible abuse are related to a disability, difficulties in communication, or a tendency for children with SEND to be more socially isolated.

Guiding principles:

- Receive
- Reassure
- Respond
- Report
- Record
- Remember
- Review (by the DSL)

What happens next?

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

If they believe that the concern has not been acted upon appropriately, they should inform the Head of School or Board Director responsible for Safeguarding or contact the C-SPA for advice.

Serious Safeguarding Incidents and Child Death Notifications

Where a child dies or is seriously harmed and abuse or neglect is known or suspected, the DSL and Head of School will ensure that all required safeguarding and statutory notifications are made without delay in accordance with current legislation, statutory guidance and Surrey Safeguarding Children Partnership procedures.

This includes, where applicable, notification or referral to Children's Social Care, the police, the relevant Child Death Review/Child Death Overview Panel arrangements, the Department for Education and/or the school's inspectorate, and any other statutory body that must be informed.

Where a looked-after child dies, or where another child death falls within the statutory child death review arrangements, the school will cooperate fully with the relevant Child Death Review process and provide information requested by the responsible agencies.

The DSL will maintain an accurate record of safeguarding notifications and actions. The Head of School will ensure that any separate regulatory, health and safety, insurance or governance notifications arising from the incident are also considered under the relevant school procedures.

Safeguarding Concerns & Allegations Made About Faculty & Staff, including Contractors & Volunteers

We follow **KCSIE 2026 (Part 4)** and Surrey LADO procedures where it is alleged that any adult who works with children (including supply staff, volunteers and contractors) has:

- behaved in a way that has harmed, or may have harmed, a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child in a way that indicates they may pose a risk of harm to children; and/or
- behaved in a way (inside or outside school) that indicates they **may not be suitable** to work with children (transferable risk).

We may also receive allegations arising from activities run on our premises by third parties; we will apply the same process.

Reporting route (do not investigate first):

- Staff must report concerns to the Head of School immediately.
- If the allegation is about the Head of School, report to the Chair of the Board of Directors without delay; if the Chair is unavailable, contact the LADO directly.
- Where there is immediate risk to children or clear evidence of a possible criminal offence, the Head/Chair may also contact the police at once.

Mandatory LADO contact:
The Head of School (or Chair of the Board of Directors, where applicable) will contact the Surrey LADO immediately and in any case within one working day and before any internal action. LADO: 0300 123 1650 (option 3) | lado@surreycc.gov.uk.

Next steps (in liaison with the LADO):

- Decide the route: children's social care and/or police involvement, or employer-led management if thresholds are not met.
- Inform parents/carers of the allegation and next steps unless there is a good reason not to.
- Consider safeguarding measures (e.g., redeployment, managed contact) without presumption of suspension.
- Record all decisions, actions and rationales securely and share information on a need-to-know basis.
- At case conclusion, where legal tests are met, make statutory referrals to the DBS and, for teachers, the TRA.

Low-Level Concerns

The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of TASIS England 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 and,
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

TASIS England creates an environment where faculty and staff are encouraged and feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Where a low-level concern arises while an individual or organisation is using TASIS England premises to run activities for children, we will follow our usual safeguarding procedures of informing the Head of School and the Local Authority Designated Officer (LADO), where required.

Faculty and staff should speak to the Head of School in a timely manner (unless it relates to the Head of School, in which case they should speak to the Chair of the Board). If the Head of School has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO. Low-level concerns are recorded in writing, reviewed periodically to identify patterns, retained in line with our retention schedule, and kept confidentially and securely. Where patterns emerge, appropriate action is taken (training, supervision or referral as required).

What is Child Abuse?

The following definitions are taken from Working Together to Safeguard Children (March 2026). In addition to these definitions, it should be understood that children can also be abused through sexual exploitation, so-called honour-based abuse, forced marriage or female genital mutilation. To support the local context, all faculty and staff have access to Surrey's current levels-of-need guidance.

Forms of abuse and neglect:

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or

preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Surrey Neglect Risk Assessment Tool (section 13) is used to support with the initial identification of neglect.
Further information on indicators of abuse can be accessed via NSPCC.

Sexual Violence and Sexual Harassment Between Children

Child-on-Child Abuse (including harassment and violence)

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims/survivors of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims/survivors are reassured that they are being taken seriously and that they will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims/survivors are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and faculty and staff are supported and protected as appropriate.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- 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 making or sharing of nudes and semi-nudes, including digitally altered or wholly AI-generated intimate images UKCIS guidance: Sharing nudes and semi-nudes advice for education settings working with children and young people

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual.

- 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 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).

Faculty and staff 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 students, irrespective of the medium.

See page **Appendix 1** for detailed definitions.

We believe that all children have a right to attend TASIS England and learn in a safe environment. Children should be free from harm by adults and other children at TASIS England.

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our Safeguarding Children and Child Protection Policy and in line with KCSIE 2026.

We are clear that sexual violence and sexual harassment is not acceptable.

We will minimise the risk of child-on-child abuse by:

- making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported

- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them

Prevention:

- Taking a whole school approach to safeguarding and child protection
- Providing training to faculty and staff
- Providing students with a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum
- Engaging with specialist support and interventions.

Responding robustly to reports of sexual violence and sexual harassment:

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. If the report includes an online element faculty and staff will be mindful of the Searching, screening and confiscation at school guidance.

The key consideration is for faculty and staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

Risk Assessment:

Following a report to the DSL, they will make an immediate risk and needs assessment on a case-by-case basis.
The risk assessment will consider;

- The victim/survivor, especially their protection and support
- The alleged perpetrator, their support needs and any sanctions
- All other children at the school
- The victim/survivor and the alleged perpetrator sharing classes and space at school
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting children.

Action:
It is essential that all victims/survivors are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of TASIS England should not be downplayed and should be treated equally seriously. A victim/survivor should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim/survivor ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The DSL will consider:

- The wishes of the victim/survivor

- The nature of the incident including whether a crime has been committed and the harm caused
- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- The Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim/survivor, other children, adult students, or faculty and staff
- Other related issues or wider context.

Confidentiality:

The victim/survivor may ask faculty or staff or the school not to tell anyone about the sexual violence or sexual harassment. If the victim/survivor does not give consent to share information, faculty and staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider the following:

- Parents or carers should normally be informed (unless this would put the victim/survivor at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim/survivor's wishes against their duty to protect the victim/survivor and other children.

Options:

- Manage internally
- Early help intervention
- Request for support to the C-SPA
- Report to the police (generally in parallel with a request for support to the C-SPA)

All concerns, discussions, decisions and reasons for decision will be recorded in writing.

Ongoing Response:

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the police and social care.

- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim/survivor.

- The DSL will consider how best to keep the victim/survivor and perpetrator a reasonable distance apart on TASIS England premises and on transport where appropriate.

- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, TASIS England will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same setting would seriously harm the education or welfare of the victim/survivor (and potentially themselves and other children).

- Where a criminal investigation into sexual assault leads to a conviction or caution, TASIS England will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the Head of School should continue keeping the victim/survivor and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim/survivor will be especially important in determining how to proceed in such cases.

- The victim/survivor, alleged perpetrator and any other children and adults affected will receive appropriate support and safeguards on a case-by-case basis.

- TASIS England will take any disciplinary action against the alleged perpetrator in accordance with the TASIS England Behaviour Management, Discipline and Sanctions Policy.

- TASIS England recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

- TASIS England will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims'/survivors' identities.

- TASIS England recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

Physical Abuse:

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the schools Anti-Bullying (Countering Bullying) Policy will be applied in these cases, with recognition that any police investigation will need to take priority.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victim/survivor of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals. The Lucy Faithfull Foundation's Shore Space offers a confidential chat service supporting children and young people who are concerned about their own or someone else's sexual thoughts and behaviours:

Harmful Sexual Behaviour (HSB)

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

The school's response to HSB:

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.

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of children, it can be used to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour.

By categorising sexual behaviours, TASIS England can work with other agencies to the same standardised criteria when making decisions and can protect children with a multi-agency approach.

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

Anti-Bullying, Countering Bullying and Cyberbullying

Our school's Anti-Bullying (Countering Bullying) Policy sets out measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

We keep a record of known bullying incidents which is shared with and analysed by the Board of Directors. All faculty and staff are aware that children with SEND, children who are or are perceived to be lesbian, gay or bisexual, and children who are questioning their gender may face additional vulnerability to bullying or abuse.

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

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

Children who are lesbian, gay or bisexual, and children who are questioning their gender:

A child being lesbian, gay or bisexual is not in itself a risk factor for harm. However, children who are, or are perceived to be, lesbian, gay or bisexual can be vulnerable to discriminatory bullying, which the school will address promptly.

Where a child is questioning their gender, TASIS England will not initiate social transition. Where a child or parent requests support, the school will take a careful, child-centred approach, consider the child's best interests and the impact on other children, involve the DSL, document decisions, and engage parents or carers as a matter of priority except in the rare circumstances where doing so would create a greater safeguarding risk. Staff must not make changes relating to social transition unless a School decision has been made through this process. The school will comply with safeguarding, equality and human-rights duties and with the KCSIE 2026 requirements relating to single-sex toilets, changing, accommodation and sport.

The school's Relationships Education, Relationships and Sex Education and Health Education curriculum address homophobic and biphobic bullying and supports respectful relationships. KCSIE 2026 now contains specific statutory guidance on children who are questioning their gender; TASIS England will follow that guidance.

Online Safety/Cybercrime

TASIS England recognises that online safety is an essential element of safeguarding. Vigilance in this area is particularly important in a boarding context, where students may have extended and independent access to devices. Online safety is a running and inter-related theme across our policies, curriculum, procedures and training. Appropriate filtering and monitoring (FM) are in place on all school devices and networks, and staff training includes their roles and responsibilities in relation to FM.

From 1 September 2026, TASIS England will operate as a mobile phone-free environment by default throughout the school day. Any exception will be limited, justified and managed in accordance with the school's Online Safety and Behaviour policies and the statutory Mobile phones in schools' guidance.

Online harms (the "4Cs") and our approach

We assess and manage online risk using the 4Cs framework:

- **Content** – exposure to illegal/inappropriate/harmful material (e.g. pornography; racism/misogyny; self-harm/suicide content; antisemitism; radicalisation/extremism; misinformation/disinformation; conspiracy theories).
- KCSIE 2026 expressly includes racism, misogyny, self-harm, suicide, misinformation, disinformation and conspiracy theories within content risk.
- **Contact** – harmful interactions (e.g. grooming; sexual/criminal exploitation; sextortion; social-engineering/phishing via email, messaging or social platforms). Contact risk includes harmful interaction with other users and generative AI applications that simulate human interaction, including grooming and exploitation.
- **Conduct** – behaviours that increase risk or may be unlawful (e.g. bullying/harassment; consensual/non-consensual sharing of nudes or semi-nudes, including AI-generated deepfakes; doxxing; use of hacking tools/attempted unauthorised access contrary to the Computer Misuse Act 1990).
- **Commerce** – financial/consumer risks (e.g. scams and fraud; inappropriate advertising; gambling-style mechanics; "get-rich-quick"/crypto schemes).

How we implement this

We adopt a whole-school approach designed to enable safe, effective use of digital tools for learning and socialising while mitigating risk and preventing harm:

- Governance & assurance: The Senior Leadership Team (SLT), working with the DSL, implements and reviews online safety measures and reports at least annually to the Board/Proprietor on online safety and FM.

- Filtering & monitoring: Proportionate FM is applied to school devices and networks (including when personal/BYOD devices connect to school Wi-Fi). The DSL oversees arrangements, understands system capabilities and limitations, and ensures incidents identified via FM are triaged and acted on.
- Education: Age-appropriate online safety is taught across the curriculum; students are taught the risks posed by adults and peers online and are empowered to report concerns.
- Staff training: Induction and annual updates cover online safety, FM roles/responsibilities, reporting routes, and the interface with safeguarding and data protection.
- Acceptable use & conduct: Clear expectations for students, staff and volunteers (including social media) are set out in the Online Safety Policy and Acceptable Use Policy, read alongside the Safeguarding Children and Child Protection Policy and Anti-Bullying Policy.
- Reporting routes: Visible, accessible routes exist for students and adults (e.g. DSL/DDSL, Student Voice). Faculty and staff manage confidentiality appropriately and never promise secrecy.
- Standards & self-assessment: We reference current DfE digital/technology standards, including the filtering and monitoring standards, and complete regular self-assessments with IT providers to evidence compliance and drive improvement: Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) Plan technology for your school - GOV.UK.
- We assign named staff to manage FM systems; all staff know how to escalate FM concerns. FM is reviewed at least annually (or sooner if systems or risks change) and is effective for our age range, including children potentially at greater risk of harm. When content is blocked, teaching and learning are not unduly impacted. FM applies on school devices and when personal/BYOD devices connect to school networks (including smart technology). The Board reviews FM annually with the DSL and IT providers.
- Where pupils show behaviour that may indicate cyber-dependent offending, the DSL will consider a referral to the Cyber Choices program to divert skills positively.

We will:

- Undertake regular self-assessments of FM.
- Ensure students are protected from harmful or inappropriate content, including extremist material, when using school devices or networks (and, where practicable, when using personal devices on school networks).
- Provide age-appropriate online safety education across the curriculum and for parents/guardians.
- Engage regularly with IT providers to meet relevant DfE standards.

Artificial intelligence (AI)

At TASIS England, FM and online safety arrangements extend to the use of school-approved AI tools. We recognise risks such as grooming, bullying/harassment, exposure to harmful content, the creation/dissemination of deepfakes, hallucinated misinformation, and data leakage.

- Oversight: The DSL oversees safeguarding aspects of AI use; the DPO is consulted on data-protection implications. Risk assessments are completed for new/changed AI tools or use-cases.
- Safe use: Staff and students must not input personal or sensitive data into unauthorised AI tools. Any suspected misuse or harm arising from AI (e.g. AI-assisted bullying, deepfake imagery) is managed under this policy, the Behaviour Management Policy and the Anti-Bullying Policy.
- Review: We keep online safety (including AI) under regular review to reflect evolving technology and risks; staff training and parent engagement are updated accordingly.

Early Years (EYFS): mobile phones, cameras and imaging/sharing devices

- Consent: Written parental consent is obtained before recording or sharing images/video and recorded on Axiom/LMS.

- Devices/platforms: Only school-approved devices and platforms may be used. Personal phones/cameras must not be used to create, store or share images of children.
- Contexts: No images are taken in toilets/changing/sleep rooms or when a child is undressed or distressed; we ensure appropriate dress at all times.
- Storage/retention: Images are uploaded promptly to school systems, stored securely, used only for the stated purpose, and deleted/retained in line with the Records Retention and Data Protection Policies.
- Parents/visitors: Personal devices may be used only at school-designated events where the school has confirmed consent for that event. Images must be for private/family use only; live streaming is not permitted; images of other children must not be posted/shared online. Staff may ask that filming stops and/or that images be deleted where these conditions are breached.
- Concerns: Any concern or breach is reported to the DSL immediately and managed under this policy and the Faculty and Staff Code of Conduct.

Our whole-school approach to mobile and smart technology is set out in our Online Safety/Behaviour policies and reflects DfE non-statutory guidance.

Racist Incidents

Our Single Equalities Policy and Race Equality Policy, supported by our Behaviour Management, Discipline and Sanctions Policy and Anti-bullying (Counter-Bullying) Policy, acknowledge that single or repeated racist incidents are serious incidents that can lead to child protection considerations. We record any racist incidents.

Radicalisation, Extremism and Terrorism

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from becoming terrorists or supporting terrorism.

Extremism is defined as 'the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to 'the process of a person legitimising support for, or use of, terrorist violence'.

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

TASIS England is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the DfE guidance for settings and childcare providers on preventing children and young people from being drawn into terrorism.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, faculty and staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Faculty and staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent Referral.

The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism using the Prevent referral route. Surrey Prevent referrals are sent to preventreferrals@surrey.police.uk. If the matter is urgent, call 999; otherwise, police advice can be sought via 101. The national Prevent advice line is 0800 011 3764.

If you think the matter is urgent and you, for any reason, are unable to liaise with the DSL you must contact the police by dialling 999. In cases where further advice from the police is sought dial 101.

For any further advice on Prevent please contact:

- Claire McDonald, Prevent Supervisor, Surrey Police: claire.mcdonald@surrey.police.uk - 07795 043 842.
- Lara Bowden, Project Officer, Surrey County Council: lara.bowden@surreycc.gov.uk

There is a dedicated telephone helpline 0800 011 3764 for faculty and staff and Board members to raise concerns around Prevent.

Faculty and staff receive training to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and TASIS England follows the Promoting fundamental British values through SMSC.

The Board of Directors, the Head of School and the DSL will assess the level of risk within TASIS England and put actions in place to reduce that risk. Risk assessment may include due diligence checks for external speakers and private hire of facilities, the Anti-bullying (Counter Bullying) Policy and other issues specific to the school's profile, community and Mission.

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

Further information and a list of such indicators can be found at Managing Risk of Radicalisation in your Education Setting.

Domestic Abuse

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. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Children can be victims/survivors 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, wellbeing, development, and ability to learn.

Domestic Abuse Act received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims/survivors in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Operation Encompass now operates under statutory guidance. Police notifications received by the school are safeguarding information and will be managed by the DSL in accordance with this policy.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, anti-social behaviour and the family being asked to leave a property. Where a 16- or 17-year-old is living independently from their parents or carers, including following exclusion from the family home, the DSL will ensure that an appropriate referral is made to local authority children's social care, which will be the lead agency.

The Children's Wellbeing and Schools Act 2026 places a duty on local housing authorities in England to notify educational institutions when a child is placed in temporary accommodation, where the required consent has been given. Any such notification will be treated as safeguarding and welfare information and will not replace the School's existing safeguarding duties or a referral to local authority children's social care where a child has been harmed or is at risk of harm.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, and may involve an exchange for something the victim/survivor needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE may be perpetrated by males or females, children or adults, and may be a one-off occurrence or part of complex organised abuse. Most child sexual abuse is perpetrated by someone known to the child. Exploitation may also constitute modern slavery.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

TASIS England is aware there is a clear link between regular non-attendance and CSE (noting repeated or prolonged absence can be a safeguarding warning sign under KCSIE 2026). Faculty and staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents/carers to assess this risk.

All faculty and staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside TASIS England and/or can occur between children outside of these environments. All faculty and staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

In all cases if the DSL identifies any level of concern, they should contact the C-SPA and if a child is in immediate danger the police should be called on 999.

TASIS England is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by faculty and staff. However, faculty and staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so faculty and staff must be particularly vigilant to potential indicators of risk.

TASIS England includes the risks of sexual exploitation in the PSHEE and RSE curriculum.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

CCE may be perpetrated by males or females, children or adults, as a one-off occurrence or a series of incidents, including through organised networks or gangs. Children may be moved for the purpose of exploitation, and this may constitute modern slavery.

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”. Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims/survivors.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims/survivors (and their families) with violence or entrap and coerce them into debt.

Any concerns that a child is being or is at risk of being criminally exploited will be passed by faculty and staff without delay to the DSL. The DSL will then contact the C-SPA and if there is concern about a child’s immediate safety, the police will be contacted on 999.

TASIS England is aware there is a clear link between regular non-attendance at school and exploitation (noting repeated or prolonged absence can be a safeguarding warning sign under KCSIE 2026). Faculty and staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents/carers to assess this risk.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

KCSIE 2026 highlights that risks of serious violence may be higher for children with disrupted education, including suspensions, permanent exclusion, alternative provision or a history of offending. Staff should also consider when risk may be highest around the school day, including immediately after school.

- 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, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Faculty and staff must always be aware that violence can often peak in the house just before and after the children attend school which includes travelling to and from school.

Modern Slavery

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.

Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty, requires teachers to report directly and immediately to the police 101 where they are either:

- Informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for the purposes connected with labour or birth.

The duty applies to all persons who are employed or engaged to carry out 'teaching work' whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed.

Faculty and staff are trained to be aware of risk indicators of FGM.

Concerns about FGM outside of the mandatory reporting duty should be reported using the school's safeguarding and child protection procedures. Faculty and staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday.

The NSPCC FGM Helpline is available for faculty and staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their setting. Faculty and staff can call: 0800 028 3550 – this service is available from 8:00 am to 8:00 pm, Monday to Friday and Email: fgm.help@nspcc.org.uk.

There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police by calling 999.

There are no circumstances in which a member of faculty and staff should examine a female student.

Forced Marriage

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

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. In addition, since February 2023, it is also a crime to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

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

Faculty and staff should never attempt to intervene directly as a setting or through a third party. Contact should be made with the C-SPA and/or the Forced Marriage Unit 020 7008 0151.

So-called 'Honour'-based abuse (HBA)

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

HBA might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage

- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

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

One Chance Rule:

All faculty and staff should be aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBA.

Faculty and 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.

TASIS England is aware that if the victim/survivor is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all faculty and staff need to be aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

Private Fostering Arrangements

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

Looked After Children by the local authority or those who are placed in residential settings, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age (up to the age of 16 years or 18 years if the child has a disability).

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 faculty and 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 immediately. However, where a member of faculty and staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL, and the DSL will notify the C-SPA immediately.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect.

Appropriate faculty and 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.

A previously looked after child potentially remains vulnerable and all faculty and staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teacher for looked-after and previously looked-after children at TASIS England is the DSL. The designated teacher will have the appropriate training to undertake the role. The Board member with responsibility for looked-after children will also receive appropriate training.

The designated teacher will work with Surrey's Head of Virtual School for both looked after children and previously looked after children.

Children with Special Educational Needs and Disabilities (SEND) or Health Issues

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include:

Additional barriers can include communication difficulties, a child not recognising that what is happening is abuse, the need for intimate care or isolation from others, and greater dependence on adults for care.

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so
- TASIS England recognises the additional safeguarding vulnerabilities of boarding students who may have SEND and addresses these in its provision.
- Gender-questioning children: The school will support children who are questioning their gender in a child-centred and safeguarding-led manner and in accordance with KCSIE 2026. The school will not allow pupils to access toilets, changing rooms, or boarding or residential accommodation designated for the opposite biological sex. Separate toilet provision is maintained for boys and girls aged 8 and over, subject to the exception for self-contained individual toilets, and suitable changing accommodation and showers are provided for pupils aged 11 years or older at the start of the school year. Students must not share sleeping accommodation with students of the opposite biological sex. Where a child requires additional privacy or support, the school will consider appropriate alternative arrangements and reasonable adjustments on an individual basis, having regard to safeguarding, dignity, privacy and the needs of all children.

Any reports of abuse will require close liaison with the DSL and Learning Resources staff. TASIS England will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children with Medical Conditions

An incident relating to the management of a child's medical condition, including allergies, does not in itself require a safeguarding referral. A referral must be considered where the incident indicates that the child may be at increased risk of neglect, abuse or exploitation because of their medical condition, for example where relevant medical information is withheld from the school or the child is repeatedly sent to school without essential medication.

The school has regard to the DfE statutory guidance Allergy safety in schools (July 2026) as good practice. This guidance is statutory for maintained schools and academies under section 100 of the Children and Families Act 2014, as amended by section 34 of the Children's Wellbeing and Schools Act 2026; the DfE intends to introduce equivalent requirements

for independent schools through the Independent School Standards. The school's allergy safety arrangements are set out in the First Aid Policy and in supporting pupils with medical conditions procedures, including individual healthcare plans, staff allergy awareness, and minimising risks of exposure to known allergens.

Young Carers

TASIS England will be alert to the needs of young carers, recognising that caring responsibilities can affect attendance, attainment, behaviour and wellbeing. Early identification is important so that appropriate School, local authority, health or other support can be put in place.

Children Absent from Education

All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and identified learning needs.

TASIS England recognises that when children are absent from education, this can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims/survivors of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

Where possible TASIS England will hold more than one emergency contact number for each child.

TASIS England will maintain the admission and attendance registers and required returns in accordance with the school Attendance (Pupil Registration) (England) Regulations 2024 and current statutory attendance and children-missing-education guidance.

When removing a child's name, TASIS England will notify Surrey County Council of: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination setting, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from TASIS England register.

TASIS England will make reasonable enquiries jointly with the relevant local authority before deleting a child from the admission register where the school Attendance (Pupil Registration) (England) Regulations 2024 require those enquiries.

TASIS England will:

- Enter children on the admissions register on the first day on which TASIS England has agreed, or has been notified, that the child will attend the school
- TASIS England will make the statutory New Pupil Return to the relevant local authority within the timescales required by the school Attendance (Pupil Registration) (England) Regulations 2024, including the five-day requirement where it applies.
- Monitor each child's attendance (noting repeated or prolonged absence can be a safeguarding warning sign under KCSIE 2026) through their daily register and follow Surrey County Council procedure in cases of unauthorised absence
- TASIS England will remove a child's name from the admission register only when a statutory ground for deletion is met and will not delete a child retrospectively.
- TASIS England will make the required statutory Deletion Return to the relevant local authority when a child is removed from the admission register in accordance with the 2024 Regulations.

Where parents/carers notify the school, in writing, of their intention to Electively Home Educate (EHE), TASIS England will forward a copy of the letter to the Surrey County Council Inclusion Team.

Where parents/carers orally indicate that they intend to withdraw their child to EHE and no letter has been received, TASIS England will not remove the child from roll and will notify the Inclusion Team at the earliest opportunity.

Students Missing Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

At TASIS England, our response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to Children's Social Care and require a social worker (such as a child who is a child in need, has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

TASIS England will gain consent (if required in statute) from parents/carers to put in place alternative provision and/or a reduced or modified timetable.

TASIS England will comply with regular data returns requested by Surrey County Council, regarding all children of statutory school age, attending alternative provision and/or on a reduced/modified timetable.

TASIS England leadership will report to the Board of Directors information regarding the use and effectiveness of alternative provision and modified/reduced timetables. TASIS England will also report to the Board of Directors any formal direction of a child to alternative provision to improve behaviour.

If a student attends any sort of alternative provision, TASIS England continues to be responsible for their safety and wellbeing. Before and during any placement, we seek written confirmation that appropriate safeguarding checks are completed for all relevant staff, record the location(s) of provision, and review attendance and suitability at least half-termly. Where safeguarding concerns arise, we review immediately and, if necessary, suspend or terminate the placement until risks are addressed.

Reporting:

Faculty and staff must report immediately to the DSL or DDSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for looked after children (including previous LAC) (the DSL) discusses any unauthorised/unexplained absence of looked after children with the Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours. Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the Surrey SCP procedure and consults/refers to the C-SPA team as appropriate
- there are no known welfare concerns about a student, we follow our procedures for unauthorised absence and report concerns to the Surrey County Council Inclusion Team.

Faculty and 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 students, helps prevent the risk of them becoming a child missing education in the future.

Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance .

TASIS England recognises that children being absent, particularly repeatedly and/or for prolonged periods may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of faculty and staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

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

Restrictive Intervention

TASIS England seeks to minimise the need for restrictive interventions through prevention, de-escalation and reasonable adjustments. Reasonable force may be used only where it is lawful, necessary and proportionate, using the least restrictive response for the shortest necessary time. Restrictive intervention must never be used as punishment.

Faculty and staff who are likely to need to use reasonable force or another restrictive intervention will receive appropriate training, including prevention and de-escalation.

Any use of force, restraint or seclusion that may indicate abuse, inappropriate staff conduct or another safeguarding concern must be reported immediately under this policy and managed through the allegations or low-level concerns procedures where appropriate.

A written record must be made of every significant incident involving the use of force and every incident of seclusion or restraint in accordance with the statutory requirements effective from 1 April 2026. Parents/carers must be informed in writing as soon as practicable in accordance with those requirements. The school will review incidents and patterns of use, including any disproportionate impact on children with SEND, disabilities or other protected characteristics.

We recognise that appropriate physical contact may sometimes be necessary when working with children. Faculty and staff must follow the school's safe-practice guidance and maintain appropriate professional boundaries.

When considering restrictive intervention for children with SEND, disabilities or other additional needs, TASIS England will consider their individual vulnerabilities and make reasonable adjustments where appropriate. The detailed operational requirements governing restrictive intervention, reasonable force, restraint and seclusion are set out in the Behaviour Management, Discipline and Sanctions Policy.

Whistleblowing

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

All faculty and staff, including temporary faculty and staff, including contractors and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

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

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

Whistleblowing regarding the Head of School should be made to the Chair of the Board of Directors whose contact details are available to faculty and staff on Safeguarding Posters around campus.

Links with other school policies available on the school website policy page or by request from the school Office:

Administration of Medication and Medical Needs
Anti-bullying (Countering Bullying)
Behaviour, Discipline and Sanctions
Curriculum Policy (Teaching and Learning)
Single Equalities
Online Safety, including student use of mobile phones
Health and Safety
First Aid
Parental Concerns/Complaints
Physical Intervention
PSHEE
Prevent - Radicalisation and Extremism
Safer Recruitment
Risk Assessment
School Attendance
Relationships and Sex Education
Faculty and Staff Behaviour (Code of Conduct) (including faculty and staff use of mobile phones)
Substance Misuse
Whistleblowing
Sexual Violence and Sexual Harassment

If you're worried your organisation might be putting children at risk, even if you're not certain, you can also contact the NSPCC Whistleblowing Advice Line to talk through your concerns. You can contact NSPCC anonymously, and, if you do share your details, you can ask for them not to be shared with other agencies. Call 0800 028 0285. Email help@NSPCC.org.uk

Additional Resources

Surrey Safeguarding Children Partnership webpages
Continuum of Support for children and families living in Surrey
Surrey Education Services (surreycc.gov.uk) – Education Safeguarding Resources Hub
Graded Care Profile 2
NSPCC | The UK children's charity | NSPCC
CEOP Education
Anti Bullying Alliance webpages
Childnet
Safer Internet Centre webpages
Contextual Safeguarding Network webpages
Lucy Faithfull Foundation webpages

Appendix 1: Sexual Violence and Sexual Harassment Definitions

Sexual violence
It is important that settings are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents. (This and the offence in section 5 are the only offences that can only be committed by a male, because they relate to penile penetration).

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. (This and all subsequent offences in the Bill save the offence at section 5 can be committed by a male or female, against a male or female).

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

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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

• a child under the age of 13 can never consent to any sexual activity
• the age of consent is 16
• sexual intercourse without consent is rape.

Further information about consent can be found here: Rape Crisis England and Wales - Sexual consent.

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

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

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting

- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes. Settings should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

    - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
    - sharing of unwanted explicit content
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats, and
    - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

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

Appendix 2: Flowcharts and Process Maps

ALLEGATIONS AND CONCERNS ABOUT ADULTS IN EDUCATION SETTINGS – SEPTEMBER 2026

including schools, boarding, early years and alternative provision settings

If you become aware that a member of staff / volunteer / supply staff / contractor / bank staff, or an organisation or individual using the school premises, may have:

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

If you have any concern – no matter how small, even if it creates a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

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

Examples may include, but are not limited to:

- being over-friendly with children
- having favourites
- taking photographs of children on a personal mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Where a child discloses abuse or neglect by a member of staff / volunteer / supply / contractor / bank staff, or an organisation or individual using the school premises:

- listen; take the allegation seriously; reassure the child you will take action to keep them safe
- explain what will happen next
- do not promise confidentiality
- do not question further or approach / inform the alleged adult

Staff should self-refer to their line manager or the Designated Safeguarding Lead where they believe they may have found themselves in a situation that could be misinterpreted, might appear compromising to others, and/or falls below expected professional standards.

Report immediately to the Head of School: Mr Bryan Nixon

Any concern or allegation against the Head of School must be reported to: Mr David King – Chair of the Board of Directors

The person receiving the concern will decide whether it may meet the harm threshold or should be managed as a low-level concern.

Allegations that may meet the harm threshold

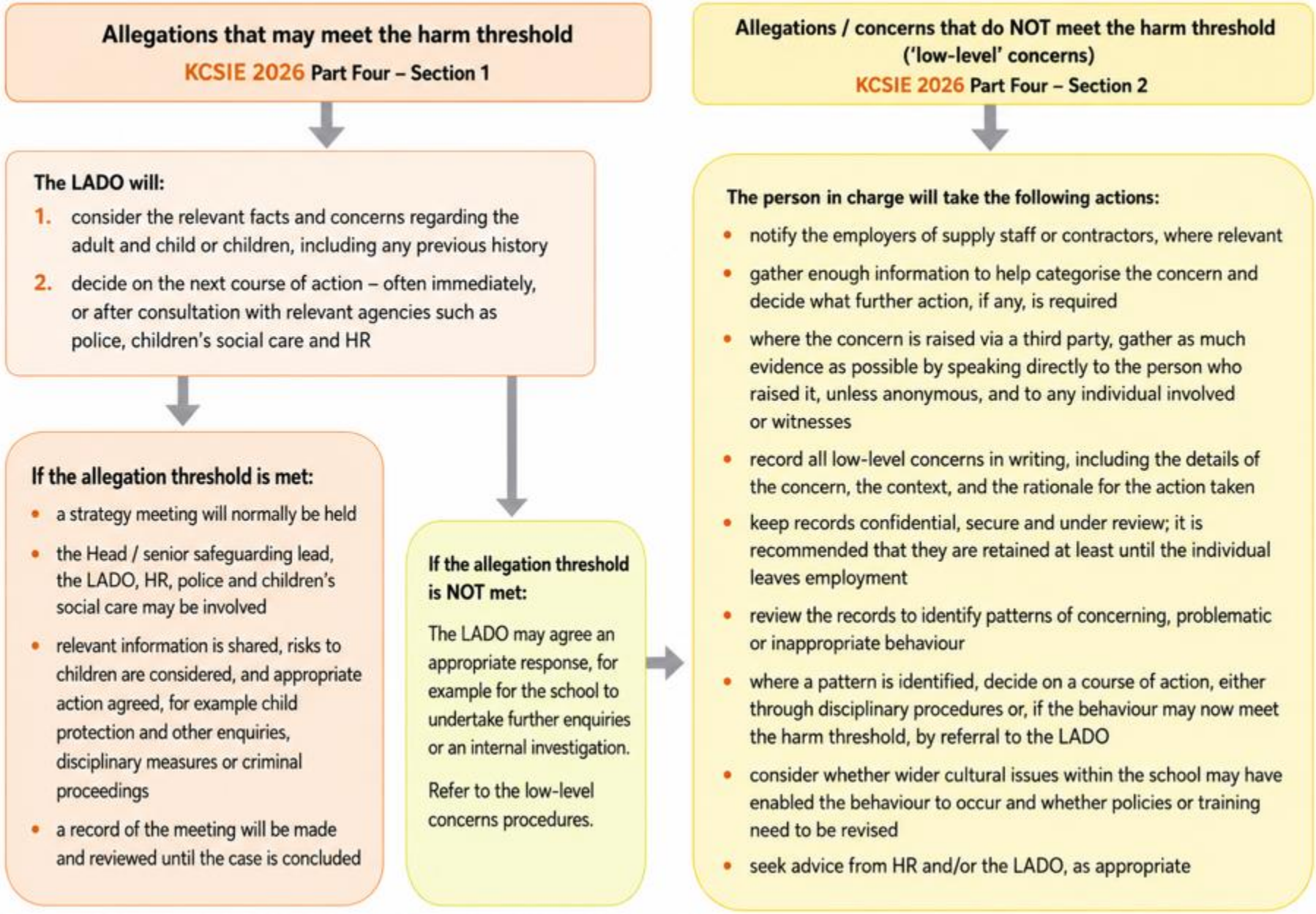
If the behaviour towards a child may meet the harm threshold, report it immediately to the Local Authority Designated Officer (LADO) and the School's HR lead, in line with KCSIE 2026 Part Four, Section 1.

- **Surrey C-SPA:** 0300 470 9100 | cspa@surreycc.gov.uk
- **Out of Hours Emergency Duty Team:** 01483 517 898

Allegations / concerns that do not meet the harm threshold (low-level concerns)

Refer to the school's low-level concerns procedures.

ALLEGATION / CONCERNS GUIDANCE FOR THE HEAD OF SCHOOL



WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO

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

1. **CREATE A SAFE ENVIRONMENT** by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

2. **LISTEN** to what the child has to say and take them seriously; stay calm and reassure the child but advise that you cannot promise confidentiality or keep a secret (as this may not ultimately be in the child's best interest). Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. A suggested form of words that may help when talking to children and which will likely need to be simplified for some of our pupils are as follows: *'I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.'* Tell the child what you are going to do next after the disclosure.

3. **WHEN TALKING TO THE CHILD,** do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over or ask the child to repeat it other than to clarify what is being said. Seek consent from the child to share any information disclosed but consent need not be given, an explanation can be given as to why the DSL must be told. When the child has finished speaking, do not leave the child alone, but speak to someone who can help keep the child safe; that person should not speak to the child about the situation, but should offer comfort and reassurance that the right steps have been taken.

4. **RECORD** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record in writing the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Local Board of Directors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

5. **DO NOT TAKE RESPONSIBILITY FOR INVESTIGATING THE ALLEGATION YOURSELF,** as investigation is the sole statutory responsibility of Children's Services and/or the police. Reassure the child that the matter will be dealt with. Do not approach or inform the alleged abuser. Immediately inform the DSL so any required action can be taken to protect the pupil. The DSL will consider the information and decide on the next steps. In any case, only inform necessary people and do not speak in any way about the fact or the content of the disclosure. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

6. **NEVER** take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. Never fail to pass on the information onto the correct person or ask a child to sign a written copy of the disclosure or a 'statement'.

A Child Protection Guide – Cue Card

Child Protection Guide (Cue Card)

We are committed to safeguarding and promoting the welfare of everyone at our school. This code of good practice is designed for staff and volunteers to keep with them at all times.

If You Suspect a Child is Being Abused or Neglected:

- Immediately inform the Designated Safeguarding Lead (DSL).
- Record and date any relevant facts and pass them to the DSL.
- Do not attempt to investigate the concern yourself.

If a Child Discloses Abuse by Someone Else:

- Allow the child to speak freely without interruption and do not ask leading questions.
- Reassure the child that it is not their fault and that they have done the right thing by telling you.
- Record the disclosure in writing in the child's own words and refer it immediately to the DSL.
- Do not attempt to investigate the issue yourself.

If You Receive an Allegation About a Member of Staff or Yourself:

- Immediately inform the Head of School.
- Record the allegation in writing and date the details.

Code of Good Practice:

- Treat everyone with respect and provide a positive example for others to follow.
- Plan activities, where possible, with more than one person present or within hearing distance of others.
- Respect each young person's right to privacy.
- Provide opportunities for young people to express any concerns they may have.
- Recognise and accommodate the special needs of young people with disabilities or learning difficulties.
- Encourage young people and adults to speak up about attitudes or behaviour they find inappropriate.
- Avoid any inappropriate or unnecessary physical or verbal contact.
- Be aware that your actions may be misinterpreted by others.
- Respect cultural, religious, and ethnic differences.
- Exercise caution, especially in sensitive moments such as counselling or intimate care.
- Avoid situations that could compromise your professional relationship with young people.

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 keep students safe at all times is a fundamental aim of our school. TASIS England maintains a suite of inter-related policies, procedures and guidance which support this work. The diagram below illustrates those connections.



- Students Missing Education & Missing Students
- Adverse Childhood Experiences (ACEs)
- County Lines
- Briefing: Neglect
- Briefing: Harmful Sexual Behaviour (HSB)
- Briefing: Domestic Abuse
- Sharing Nude / Semi-Nude Images
- Contextual Safeguarding
- Briefing: Supporting Families Enhancing Futures
- Briefing: Professional Disagreement & Escalation
- Briefing: Child Sexual Exploitation
- Briefing: Private Fostering
- Early Help

Change Log for Academic Year 2026/27

Version	Date	Section	Summary	Author	Approval
6.4	01 September 2026	Approved and published			
6.5	17 September 2026	Key Personnel – p.7	Update to Safeguarding Team	Jason Tait	Bryan Nixon
6.6	25 September 2026	Key Personnel – p. 7	Update to Safeguarding Team	Jason Tait	Bryan Nixon
6.7	30 September 2026	Confidentiality, Sharing and Withholding Information – p. 25 - p.26	Updated with requirements under 16LA of the Children Act 2004 and the associated statutory guidance.	Darren Singh-MacPherson	Bryan Nixon David King Jason Tait