

School child protection and safeguarding Procedure (SOP)

Mandatory Read



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Date Reviewed

2026

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Date Drafted

July & September 2026

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September 2026

Recommended By

DfE KCSIE 2026

Endorsed Date

September 2026

Approved By

Education Governance Committee

Ratified Date

11th September 2026

Published Date

11th September 2026

Next Review Date

1st September 2027

Is this policy a mandatory read? (tick as appropriate) Yes ☒ No ☐ If "Yes", select the relevant audience below: All Staff ☒ Nursing & Care ☐ Doctors ☐ Therapy ☐ Finance ☐ Estates & H&S ☐ People Team ☐ Risk & Governance ☐ Fundraising, Retail & Comms ☐
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Policy Publication The Loop ☒ Main TCT website ☐ School website ☒
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Standard Operating Procedures (SOP)

1 Introduction

The purpose of this procedure is to provide a child-centred and co-ordinated approach to safeguarding. It is for all staff working within The Children's Trust School (non-maintained)

The SOP should be used in conjunction with the TCT Child Protection and Safeguarding Policy, to prevent and reduce the risk of abuse to all children who attend the school. As a school we are aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone and cannot be covered by one definition.

The procedure details the steps that individuals and key people are expected to take if they have a safeguarding concern. The Children's Trust Schools aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are supported in their roles by Designated Safeguarding Leads who appropriately trained and supported.
- Staff are properly trained in recognising and reporting child protection and safeguarding issues.
- All staff always act in best interest of the child.
- All staff aware **"It could happen here"**.
- We are safe school, safe staff

This procedure and its associated policy are mandatory for all staff, as they must be aware of their individual and collective roles and responsibilities in safeguarding and protecting children from abuse and neglect.

2 Roles and responsibilities

2.1 Safeguarding and child protection is **everyone's responsibility** and hence is a whole organisational approach. We are aware of our responsibility to do all we can to support social workers, and to facilitate social workers to have access to children in order to undertake statutory assessments under s17 s20 s31 s38 or s47 of the Children Act 1989. Any staff member may be asked to contribute to an assessment and would have a statutory responsibility to do so.

2.2 All school staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2026 (KCSIE) and review this guidance as part of annual INSET and via safeguarding bitesize training. In addition, 'Working Together to Safeguard Children' (2026), 'What to do if you are Worried a Child is Being Abused' (2015) and 'Working Together to Safeguard Attendance' (2023) The school does track that school staff have read and understood the relevant statutory guidance, including that which is role specific.

All staff will be aware of:

- Our systems which support safeguarding, including the Staff Code of Conduct, The Role of and How to Contact the Designated Safeguarding Lead (DSL), Online Safety and Acceptable Use Policy, the Behaviour Policy.
- The vulnerability of our children due to their disability and other factors such as their gender, complex health needs and sexual orientation.
- Their responsibility to build trusted relationships with the children, facilitate communication, and undertake advocacy.
- Family Help (including targeted early help and community-based family help assessments) processes and their role in supporting children and families before statutory intervention
- The process for making referrals to host and home Local Authority (Surrey) children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues, such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), honour-based abuse, domestic abuse and radicalisation.
- Any allegations about the possibility of abuse by staff will always be treated seriously and will be fully investigated, in line with policy
- Their professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection

- All our children regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude.
- Staff should recognise that children with SEND, medical complexity and communication needs may face additional safeguarding barriers. These include:
 - communication difficulties;
 - greater dependence on adults for care;
 - increased vulnerability to bullying and exploitation;
 - assumptions that injuries or behaviours relate solely to disability;
 - difficulties understanding abuse or reporting concerns.

All staff will demonstrate:

- Professional curiosity
- An attitude of “it could happen here”
- An ethos where children feel safe and secure, their voice is heard and are always listened to.
- Safeguarding across the curriculum, including opportunities which equip children to stay safe (including online) and meaningful understanding of the RSE curriculum.

2.3 The Lead DSL at TCT school takes the lead responsibility for safeguarding and child protection (including online safety). Additional responsibility includes providing awareness, advice and support to staff on child welfare, safeguarding & child protection matters, liaising with the child’s Local Authority, holding and managing safeguarding and child protection information and sharing this appropriately and proportionately, when working with relevant agencies.

To identify the appropriate adult for PACE Code C (requirements for the detention, treatment and questioning of suspects) and key adult for Operation Encompass.

Robust cover arrangements are in place whenever the DSL is unavailable. This includes access to safeguarding systems, shared safeguarding communication channels and appropriately trained Deputy DSLs to ensure safeguarding concerns are received and acted upon without delay

2.4 Deputy DSL’s are trained to the same standard as the Lead DSL to undertake safeguarding activities. Full role and responsibilities located in Annex C of KCSIE 2026

2.5 Senior Mental Health and Behaviour Lead in school implements a whole school approach to positive behaviour strategies and mental health and wellbeing.

2.6 Virtual School Head works with designated teacher to promote high attendance, the educational achievement for children in kinship care and those with status of looked after children and previously looked after children.

2.7i The Education Governance Committee (EGC) holds responsibility for safeguarding across the school and ensures statutory obligations are met. EGC is aware that safeguarding is a core focus of all Ofsted inspections.

All governors receive appropriate safeguarding and child protection training, including online modules, and understand their duties under the Human Rights Act 1998 and the Equality Act 2010, including the Public Sector Equality Duty. This enables them to provide strategic oversight and challenge, ensuring policies and procedures are effective and support a whole-school approach to safeguarding.

EGC ensures a positive safeguarding culture is maintained, with timely action, staff training, and appropriate policies in place. A Designated Safeguarding Lead is appointed, and children with SEND are supported with personalised safeguarding education.

2.7ii Trustees with overall safeguarding responsibility are appropriately trained in safeguarding and child protection including online training, and are aware of their obligations under the Human Rights Act 1998, The Equality Act 2010 (including Public Sector Equality Duty). This equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support the delivery of a robust organisational approach to safeguarding. They will ensure there is appropriate scrutiny of TCT safeguarding performance. The Trustee responsible for Education Governance Committee will ensure there is appropriate scrutiny of safeguarding performance in TCT School.

2.8 Director of Therapies and Education will take the overall responsibility for child protection and safeguarding issues within the school. Safeguarding incidents are reported and monitored by the Board of Trustees via the Clinical Governance & Safeguarding Committee and Educational Governance Committee.

2.9 Director of Resources is responsible for ensuring robust recruitment procedures deter and prevent people who are unsuitable to work with children and adults at risk; allegations against staff working with children are addressed in accordance with the Managing Allegations Policy and Disciplinary Policy and national/statutory guidelines; job descriptions include a statement regarding safeguarding children and adults, and appropriate whistleblowing procedures are in place. All staff responsible for compliance checks must complete safer recruitment training.

2.10 The Head of IT & Transformation works alongside the Lead DSL to ensure an effective approach to online safety. With the DSL to review filtering and monitoring arrangements annually, ensuring they remain effective and meet DfE filtering and monitoring standards.

2.11 Chief Executive, as the proprietor of the school, holds all strategic responsibilities set out in KCSIE part 2 and overall responsibility for The Children's Trust regulatory compliance and management of risk in relation to child protection and safeguarding.

2.12 **The Child and Young Person Safety Oversight Team** collaborates with the school DSL to ensure incidents are addressed and lessons learned inform effective safeguarding practices.

2.13 **Freedom to Speak up Guardians / Champions** responsible for the promotion of a positive speaking up culture.

2.14 **Regulatory Compliance Lead – Education** responsible for overseeing procedures and processes related to mandatory statutory requirements, including safer recruitment practices, ensuring they are implemented effectively and in line with current legislation and guidance.

3 Process / Procedure

The aim is to provide a robust framework enabling staff to take appropriate action when there is any concern that a child is being harmed or abused or is at risk of harm or abuse. This could be from others or risk to self.

3.1 Prevention & Protection

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

The school will:

- Establish and maintain an ethos where children & advocates of children feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultation with & for children e.g. through school council, participation in a meaningful & age respectful RSE curriculum asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is, and can access, an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are familiar with and follow school guidance on the safe and appropriate use of mobile and digital technologies, including clear expectations around mobile phone use in school.

- Promote regular discussion among staff around safeguarding risks linked to mobile technology, including data protection, image sharing, Artificial Intelligence (AI) and online communication.
- Staff will be aware that Artificial Intelligence may be used to create, manipulate or distribute harmful content including deepfakes, AI-generated nude or semi-nude images, misinformation and exploitative material. Such activity will be treated as a safeguarding concern and responded to in line with school procedures.
- Ensure mobile phones are only used by staff in designated areas and never in the presence of children unless explicitly required for safeguarding or educational purposes.
- The school maintains a mobile-phone-free environment for pupils unless there is a specific educational, therapeutic, medical or safeguarding reason for access.
- Support safe learning by ensuring all technology used in school, such as Assistive Technology devices tablets, laptops, and interactive boards, is monitored, purposeful, and aligned with safeguarding protocols. The school online safety policy provides the expectations for Content, Contact, Conduct and Commence.

3.2 Safe School, Safe Staff

The school, in collaboration with the TCT People Team, operates safer recruitment procedures in line with statutory guidance. This includes all required checks to ensure staff suitability to work with children. Disqualification under the Childcare Act 2006 continues to apply to staff directly, and all staff are expected to inform the school if their relationships or associations, whether within, or outside the workplace, including online, may have implications for the safeguarding of children.

An enhanced DBS check is carried out for all new school employees. Staff are required to notify a Co-Headteacher and/or the Lead DSL of any changes to their circumstances during their employment. This expectation is outlined in the school's Code of Conduct, which all staff review and sign annually.

As part of our recruitment process, we do not accept Curriculum Vitae (CVs). A basic online search may be conducted for shortlisted candidates as part of our background checks. All necessary checks are undertaken on agency staff before starting work in the school.

All staff receive clear information regarding the school's safeguarding arrangements, including the safeguarding statement, Staff Behaviour Policy (Code of Conduct), Child Protection and Safeguarding Policy, the names and roles of the Designated Safeguarding Lead and Deputy DSLs, and Keeping

Children Safe in Education (2026) Part 1 & Annex A Part 2 of this guidance, which relates to the management of safeguarding, is issued to all Governors.

All staff read the Section 3 of the Early Years Foundation Stage statutory framework.

The Child Protection and Safeguarding Policy is available via the school website, the internal Loop platform, and in hard copy throughout the school.

The name of the Designated Safeguarding Lead and deputy(s) are clearly advertised in the school, the internal Loop and school website with the school.

We will seek to ensure the suitability of adults working with children on school sites at any time and this includes any persons or organisations using our buildings or outside spaces.

3.3 Reporting a concern (Appendix 3)

In The Children's Trust School the DSL has responsibility to ensure all concerns are recorded, monitored, secured and acted upon.

The primary 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 will be paramount.

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

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

1. Ensure the child is safe and act immediately.
2. Consider the requirement for immediate police and/or emergency services by calling 999 if there is the potential for immediate significant harm.
3. Consider the requirement for medical, nursing and therapeutic intervention.
4. Make an initial record of the information related to the concern.
5. Report the concern immediately to:

DSL or DDSL / Mental Health Lead

In the absence of DSL/DDSL concerns can be raised with the TCT safeguarding advisor and Head of Nursing & Care. In case of all unavailable staff are prepared to refer directly to Surrey Children's Single Point of Access (C-SPA)
6. Make an accurate record via the identified incident form located on CPOMS (which may be used in any subsequent court proceedings) as soon as possible. Staff complete an Incident report
7. Record of all that has happened including details of:
 - Dates and times of observations/incident.
 - Dates and times of any discussions in which they were involved.
 - Any injuries (ensure recorded on clinical records including body maps).
 - Listen to the child's voice and note change in behaviour. Record accurately.
 - Rationale for decision making and action taken.
 - Be factual and clearly indicate what is opinion versus fact.

3.4 Following a report of concern/s the DSL/DDSL must: (Appendix 4)

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate, or shared with the existing social worker where allocated.

Where appropriate, Lead DSL / DDSL will discuss concerns about a child's welfare with the family and, if required, seek agreement before referring to Children's Social Care. However, this should only be done when it will not place the child at increased risk or potentially impede a Police investigation. Other staff will only talk to parents about any such concerns following consultation with a DSL. If unsure if a referral is necessary, the concern will be discussed with Surrey C-SPA.

If there is not a risk of significant harm, the DSL will either actively monitor the situation/ consider Family Help / consider training requirements / consider the impact on learning outcomes.

If the child or young person requires urgent medical attention and there is suspicion of abuse, they will transfer to hospital and referrals/notifications to children's social care, Ofsted, CQC, LADO may be necessary. The DSL should seek advice about what action Children's Social Care team will take and clarify who will inform the parents, remembering that parents should be informed when a child requires urgent hospital attention.

In cases of known FGM there is a mandatory requirement for teachers in England and Wales to report directly to the Police by calling their non-emergency number 101.

3.5 Dealing with disclosures

A member of staff who is approached by a child or an adult advocating for the CYP should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they need to share information with other professionals to help keep them and others safe. The degree of confidentiality should always be governed by the need to protect the child at risk of harm. Victims of abuse will be taken seriously, kept safe and never made to feel that they are creating a problem.

Additional consideration needs to be given to the preferred modes of communications for children at The Children's Trust school. It is important to communicate with them in a way that is appropriate to their age, understanding and preference. Staff do need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in the same manner as for other children. We must consider those whose preferred language is not English.

During this time staff should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children/advocating staff about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- assume it will not happen here
- jump to conclusions or react with shock, anger or horror

- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- delay or fail to pass the information on to the correct person
- ask a child/advocating adult to sign a written copy of the disclosure or a 'statement'.

3.6 Record-keeping

The school recognises the importance of maintaining accurate and timely records to support effective safeguarding practice. Since November 2025 we use the CPOMS (Child Protection Online Monitoring System) platform.

Records will include

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- actions taken;
- decisions reached;
- rationale for professional decision-making; and
- outcomes achieved.

We record all safeguarding concerns, discussions, decisions made, and the rationale for those decisions, in line with our Record Retention and Disposal Policy.

Where there is uncertainty about whether to record a concern, staff should seek guidance from a Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL).

Incident records (non-confidential) are accessible via the CPOMS platform to those who require the information to fulfil their professional responsibilities. Confidential records are securely stored and restricted to authorised personnel only.

Child protection records relating to individual pupils are retained within the secure CPOMS system, ensuring confidentiality and compliance with statutory guidance.

3.7 Confidentiality and Sharing Information

Staff will proactively share information at the earliest opportunity where it is necessary to safeguard and promote welfare. Professional judgement will be used to ensure information shared is relevant, proportionate and appropriately contextualised. Concerns about data protection must never prevent the timely sharing of information where a child may be at risk

All matters relating to child protection will be treated as confidential and only shared as per the [‘Information Sharing Advice for Practitioners’ \(DfE 2018\) guidance](#).

Information will be shared with staff within the school via the DSL updating the CPOMS platform.

When a child leaves The Children's Trust school, a DSL/DDSL will transfer any child protection safeguarding information on a secure platform (Special delivery / egress / password protected shared drive/ CPOMS) and separately from the main school file. This process is completed in the first 5 days of the child starting their new placement. A confirmation of receipt is sought.

A DSL from The Children's Trust school will initially share information with the new school via a telephone call to ensure any support is in place for when the child arrives at the new placement.

3.8 Training

All school staff will undertake safeguarding and child protection training at induction, including online & 'speak up' whistleblowing procedures, to ensure they understand our safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect or safeguarding issues. This training is regularly updated, at least annually and will be in line with advice from our local safeguarding children partnership – Surrey.

All staff will have training on the government's anti-radicalisation strategy, PREVENT, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates via weekly 7-minute bitesize training – this covers the content held in KCSIE 2026 annex A and key changes to KCSIE.

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. This is sourced from NASS and/or Surrey Education Safeguard Team.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). All DSLs complete annual online training for PREVENT / FGM.

All Trustees and Governors receive annual training about safeguarding, (including online) to make sure they have the knowledge and information needed to perform their functions and understand their strategic responsibilities as outlined in KCSIE part 2. In addition, all governors have access to an online national College platform to regularly update their safeguarding knowledge and skills.

Recruitment – The school follows all safer recruitment processes from advert to induction. At least one person on any interview/appointment panel for a post at The children's Trust School will have undertaken Safer Recruitment in Education training.

Staff who have contact with students and families will have half termly supervision and which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

3.9 Complaints and concerns about safeguarding practices

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Concerns raised against the organisation in relation to its handling of safeguarding issues should be referred to the CEO who will always raise this with the Safeguarding Trustee Lead and then the Chair of Trustees and Governors where appropriate.

3.10 Whistleblowing / Speak UP

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

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

TCT's safeguarding arrangements, Whistleblowing Policy, and Freedom to Speak Up framework provide clear routes for raising concerns. Staff can contact the organisation's Whistleblowing and Freedom to Speak Up Guardian or Champions for support. Additionally, staff have access to the confidential PROTECT helpline at 0808 110 1026

3.11 Educational visits

TCT Educational Visits / outings Policy outlines actions for the protection of CYP when undertaking school trips and visits.

For activities provided by and managed by other organisations on our school site/s, the member of the staff responsible for arranging will ensure that the service or activity providers have appropriate procedures in place. The DSL/DDSL must review and sign all these.

3.12 Children Missing/Absent Education

The school recognises that children missing and absent from education are at significant risk of underachieving and being victims of abuse and harm.

The DSL will regularly liaise with members of school & residential staff with responsibility for attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

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

The attendance policy for The Children's Trust school, section 4.7, outlines the given process & procedures to register, record, monitor and escalate attendance concern.

3.13 Pupils Missing Out On Education

Most children engage positively with school and attend regularly. However, to flourish, some children, due to health need, require a modified timetable to support their ongoing attendance at school.

The school will ensure that (and parents and the local authority) are given clear information about the modified timetables: why, when, where, and how they will be reviewed.

3.14 Positive Touch / Safe

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

We recognise that touch is appropriate in the context of working with children, and all staff have to be able to touch children at risk to provide appropriate and necessary support and care. It is important that staff do so in a way that safeguards both themselves and the children and young people at risk in their care. Staff may provide physical contact through providing:

- reassurance and comfort.
- physical prompts and cues.
- keeping someone safe.
- play and physical activity.
- personal and intimate care.

It is crucial that staff give due consideration to any physical contact they provide:

- Be clear on the rationale - know why you are using touch. There should always be a purpose.
- Seek consent and follow TCT Intimate Care Policy.
- Be open and transparent and be ready to discuss and reflect on your practice with others.
- Have others present where appropriate and possible.
- Record and plan for physical contact e.g. in care plans to ensure the support provided remains appropriate and professional at all times.
- Staff should consider their own state of dress when providing physical contact. For example, if supporting physically whilst they are in a state of undress (swimming or hydrotherapy pool) staff should consider wearing additional clothing (t-shirt or leggings) so that skin to skin contact is minimised.
- If you have any concerns related to inappropriate touching or that someone is misusing their position of trust and the use of physical contact, then you must follow the guidance within this SOP and discuss with the DSL / DDSL.

3.15 Children who need the support of a Social Worker

All local authorities inform the school if a child has a social worker, the DSL/ DDSL will use this information in the best interests of the child's safety, welfare and educational outcomes.

In addition to their responsibility with Looked After/ Previously Looked After Children the Virtual School Headteacher has a strategic responsibility for promoting the educational outcomes of children with a social worker. This includes the oversight of attendance, attainment and progress. The Virtual School Headteacher will engage with the designated DSL & class teachers to help them understand the role they have in improving outcomes for children.

3.16 Mental Health

School has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although it is only appropriately trained professionals who can diagnose mental health problems, school staff observe children day-to-day and identify those whose behaviour suggests that they may be experiencing mental health problems or be at risk of developing one.

All staff know to raise concern to the school mental health lead. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking with one of the school's DSLs.

Staff will be alert to indicators of self-harm, suicidal ideation, suicide planning and eating disorders. Concerns of this nature will be shared immediately with the DSL and Mental Health Lead.

3.17 Domestic Violence

The school is enrolled onto the Operation Encompass scheme, a joint project between the Surrey and Sussex Police Service; where our DSL is notified via an encrypted zip file of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this school (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse. This does include where the child does see, hear or experience the effects of domestic violence.

Notifications will be sent from mobiledata@surrey.police.uk.

The IT department has ensured this is a safe sender and an annual test is undertaken (if there are no received notifications)

If a member of staff is concerned or suspect a family is affected by domestic abuse discuss with the DSL or contact the C-SPA Phone: 0300470 9100 (Monday – Friday 9am-5pm) Out of hours phone: 01483517898 to speak to the emergency duty team.

3.18 Sexual Violence and harassment

Children & advocates for the child 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. Staff taking a report will never promise confidentiality.

If the report includes an online element or involves mobile phones, school staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance. Parents or carers should usually be informed (unless this would put the child at greater risk).

Risk Assessment: Following a report a DSL, will make an immediate risk and needs assessment on a case-by-case basis to consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children on site.
- The victim and the alleged perpetrator sharing classes and spaces across site.

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 TCT approach to supporting and protecting all children at risk.

3.19 Serious Violence

Staff will be alert to indicators of serious violence including:

- possession of weapons;
- threats of violence;
- peer conflict;
- gang association;
- criminal exploitation;
- repeated exclusions or disrupted education.

Concerns regarding serious violence will be reported immediately to the DSL who will undertake a risk assessment and implement safety and support plans where appropriate.

3.20 Monitoring and review

The Lead DSL will ensure that the policy and SOP are reviewed annually in line with change in KCSiE. Any deficiencies or weaknesses regarding child protection arrangements at any time will be remedied without delay and a report made to the Education Governing committee / Safeguarding and clinical & then subsequently the Board of Trustees.

The Governing committees and the Board of Trustees will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged.

Any child protection incidents at TCT will be followed by a review of procedures. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to TCT's procedures.

In addition to this, safeguarding is reviewed in the following ways:

- Weekly analysis of incident reports
- Weekly DSL meetings
- As a standing agenda item at Education Governance Committee, Clinical Governance and Safeguarding Committee and Board Meetings.
- Regular meetings with nominated Governor
- Supervision

Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft	To extract school SOP from organisation policy & SOP	Criterial readers from across TCT	October 2022
0.2	Draft	Point 2.2 added reference to online safety Point 2.6 added reference to 'high attendance' Point 2.8 updated job titles Point 3.12 added reference to absent from education Appendix 2 – removed Coral Romain & Kerry Heyes from DDSL list. Flow diagram – replaced social worker to safeguarding advisor. Appendix 5 – replaced 2022 KCSIE with 2023 KCSIE	Criterial readers from across TCT	October 2023

		Formatting corrections		
3.0	Draft	Updates to include • Family Help (section 2.2 and 3.4) • Wt23 updated to WT26 • Strengthened record keeping (section 3.6) • Arrangements are in place when DSL not available (section 2,3) • SEND specific – medical complexity (section 2,2) • Expand on AI risks (section 3,1) • Removed co-headteachers with director responsibility • Referenced annual filtering and monitoring review (section 2.10) • Mobile phone held by child for medical purposes (section 3.1) • References suicide and self harm within Mental health (section 3.14) • Included serious violence (section 3.17) • Corrections to KCSiE – read as KCSiE	L.Randles	

Appendix 1 – Stakeholder Engagement Checklist

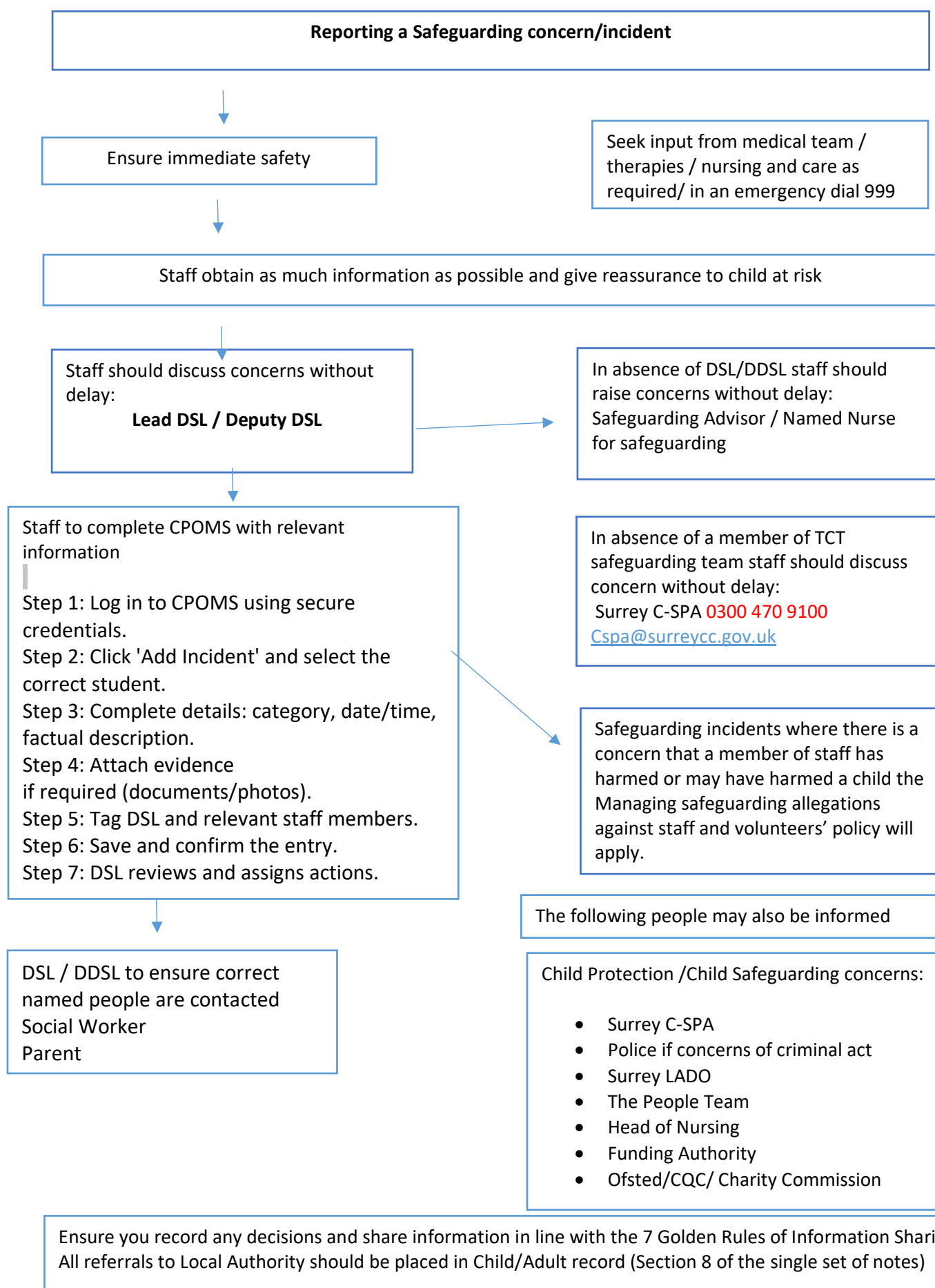
Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?	Y	To KCSIE 2026 Working Together to Safeguard Children 2026 What to do if you are worried about a child being abused 2015 Working together to safeguard attendance (2023)
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	Y	Head of IT
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	Y	Head of Estates
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	Y	Data Protection Officer
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	N	
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Y	Residential school houses
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	Y	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Y	School staff / DSL / DDSL
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	Y	
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?		Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.		Young people via school council

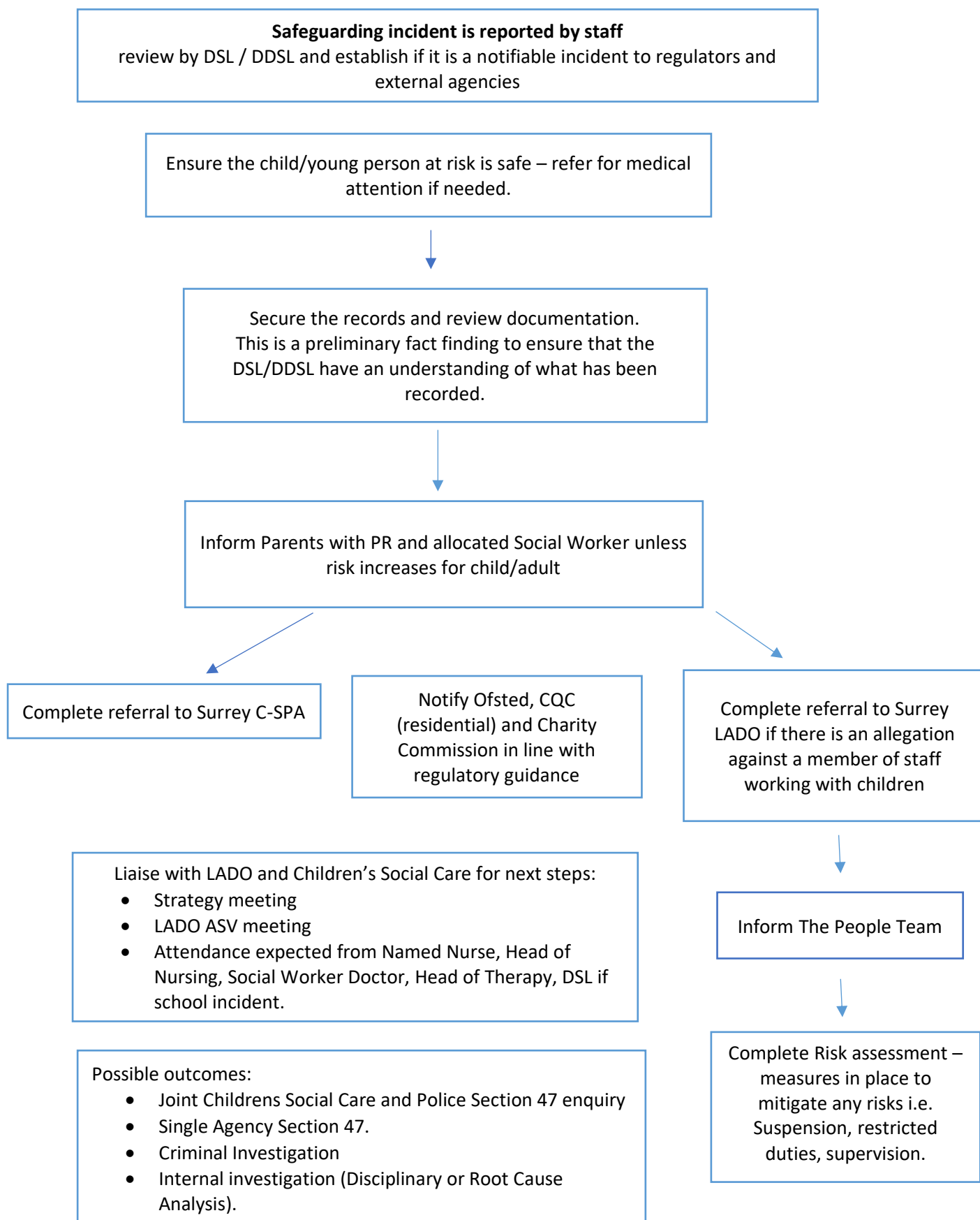
Appendix 2 – Designated Safeguard Lead / Deputy Designated Safeguard Leads

Role	Name	Contact number	Email
Designated Safeguarding Lead	Launa Randles	01737 36 5013	lrandles@thechildrenstrust.org.uk
Deputy DSL	Elaine Lush	01737 36 5816	elush@thechildrenstrust.org.uk
Deputy DSL	Robin Bertrand	01737 36 8813	Rbertrand@thechildrenstrust.org.uk
Deputy DSL	Phil Cox	01737 36 5033	Pcox@thechildrenstrust.org.uk
Deputy DSL	Molly Ramsay	01737 36 5806	mramsay@thechildrenstrust.org.uk
Deputy DSL for LAC	Maz Hanlon	01737 36 8102	MHanlon@thechildrenstrust.org.uk
Safeguarding Governor	Helen Hewitt	01737 36 5000	hhewitt@thechildrenstrust.org.uk

Appendix 3 – reporting a concern

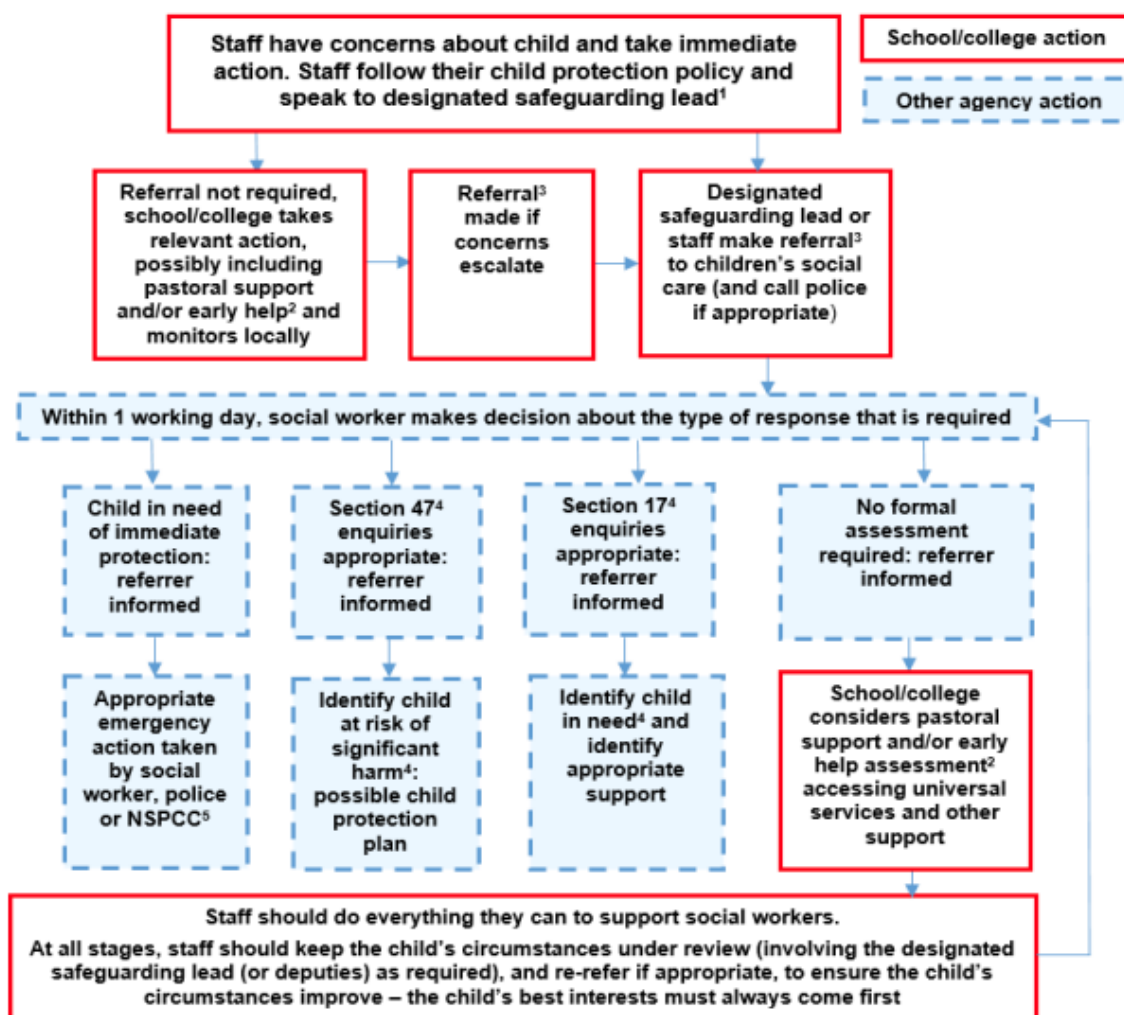


Appendix 4 Responding to concerns that a child may be abused or neglected



Appendix 5 - Actions where there are concerns about a child (from KCSIE 2026)

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



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

² Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the Family Help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

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

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix 6

The below details are for Surrey Safeguarding Children Partnership

Phone: 0300 470 9100 (Monday – Friday 9am – 5pm)

Out of hours phone: 01483 517898 to speak to our emergency duty team.

Email: cspa@surreycc.gov.uk

Please complete a [EFR Request for Support Form](#) (this replaces the Multi-agency referral form (MARF)) **SSCP Procedures**

[Surrey Safeguarding Children Partnership Procedures Manual. | Surrey Safeguarding Children Partnership](#)

Useful Links

- [NHS Surrey Heartlands CCG](#)
- [Surrey Police](#)
- [Surrey County Council](#)
- [Contact Children's Services](#)
- [Healthy Surrey](#)
- [Surrey Safeguarding Adults Board](#)
- [Sign Up for Newsletter after GDPR](#)
- [SSCP Youtube Channel](#)
- [NSPCC](#)