


<h1>School child protection and safeguarding Procedure (SOP)</h1> <h2>Mandatory Read</h2>	
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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.

## 1 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 2024 (KCSiE) and review this guidance as part of annual INSET and via safeguarding bitesize training. In addition, 'Working together to Safeguard Children' (2018), and 'What to do if you are worried a child is being Abused' (2015). 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, facilitating communication and undertake advocacy.
- The early help/early intervention (internal & external) processes and their role in it, including identifying emerging problems, liaising with the DSL/DDSL, and sharing information with other professionals to support early identification and assessment.
- 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.

**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 and key adult for Operation Encompass.

**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 2024

**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 looked after children and previously looked after children.

**2.7 Governance** includes the Governing Body of TCT School, Education Governance Committee and Trustees are responsible for the below -

**2.7i Education Governance Committee** has a strategic leadership responsibility for the school’s safeguarding arrangements and ~~does~~ ensures that the TCT School discharges its statutory obligations for safeguarding. EGC is aware that OFSTED inspections will always report on whether arrangements for safeguarding children and learners are effective.

**2.7ii Governing Body of TCT School** are appropriately trained in safeguarding and child protection including online training and are aware of their obligations under the Human Rights Act 1998 (article 3 / 8 / 14 / 2) and The Equality Act 2010 (including Public Sector Equality Duty). This ~~in order to~~ 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 whole school approach to safeguarding. This ensures there is a positive culture and ethos to support safeguarding, with training for all staff, policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguarding and promote children and young adult’s welfare. They ensure an appropriate member of staff is appointed to the role of Designated Safeguarding Lead and children with SEND have a personalised opportunity to learn about safeguarding.

2.7iii **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. The Trustee responsible for Education Governance Committee will ensure there is appropriate scrutiny of safeguarding performance in TCT School.

1.8 **Director of Therapies and Education, with the Headteacher** will take the overall responsibility for child protection and safeguarding issues within the school and will share information with the Nursing and Quality Director, the Executive organisation lead for safeguarding. Safeguarding incidents are reported and monitored by the Board of Trustees via the Clinical Governance & Safeguarding Committee and Educational Governance Committee.

1.9 **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.

1.10 **The Head of IT & Transformation** works alongside the Lead DSL to ensure an effective approach to online safety.

1.11 **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.

### **1.1 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 aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **3.2 Safe School, Safe Staff**

The school in collaboration with the TCT People Team operates safer recruitment procedures that includes statutory checks on staff suitability to work with children. Disqualification under the Childcare Act 2006 still applies to staff themselves. All staff have a responsibility to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. An enhanced DBS check is carried out for all new school staff employees, staff have a responsibility to inform the Head of School/Lead DSL if their circumstances change whilst employed at the TCT school. This is within the school Code of Conduct, which all staff annually sign and agree to adhere to.

We do not accept a Curriculum Vitae (CV) unless alongside a full application form from anyone applying to work at this school. As part of our background checks, we do consider an online search for shortlisted candidates.

All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, Staff Behaviour Policy (code of conduct), Child Protection and Safeguarding Policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education 2024 part 1 and annex B. Part 2 of this guidance relates to "The Management of Safeguarding" and will be issued to all Governors.

The Child Protection and Safeguarding Policy is made available via the school website, the internal Loop and hard copies are readily available across 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:

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

DSL or DDSL / Senior 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)

1. Make an accurate record via IRAR (which may be used in any subsequent court proceedings) as soon as possible. Staff complete an Incident & Risk Assessment Reporting (IRAR) with relevant information and FLAG as Potential Safeguarding.
2. 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 Early Help / consider training requirements / consider the impact on learning outcomes.

If the CYP 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 normally 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 of 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'.

### **6.1 Record-keeping**

We do hold records in line with our record retention and disposal policy.

All safeguarding concerns, discussions, decisions made and the reason for those decisions are recorded on the IRAR platform. If staff are in doubt about whether to record something, discuss with a DSL or DDSL.

Non-confidential records are easily accessible and available from the IRAR platform.

Confidential information and records are held securely and only available to those who have a right or professional need to see them.

Child protection records relating to individual children are retained on separate secure platform (M drive).

## **6.2 Confidentiality and Sharing Information**

The school recognises that information sharing, as early as possible, is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare and educational outcomes.

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 IRAR by selecting from the 'needs to know' field.

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) 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.

## **6.3 Training**

**All school staff** will undertake safeguarding and child protection training at induction, including online & 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 ~~does~~ covers the content held in KCSiE 2024 annex B.

**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 ~~do~~ 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** – interview/appointment panels. 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. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

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

#### **6.4 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.

#### **6.5 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 safeguarding arrangements and [TCT Whistleblowing Policy](#) is in place for such concerns to be raised. Staff can contact the organisations Whistleblowing Champions to discuss any concerns. In addition, staff have access to PROTECT confidential helpline on 0808 110 1026 or [whistle@protect-advice.org.uk](mailto:whistle@protect-advice.org.uk)

### **3.6 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, in order to flourish, some children, due to health need, require a modified timetable, agreed with the Local Authority. This does support school attendance.

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 Practice**

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.

### **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](mailto: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 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 IRAR reports
- Monthly safeguarding meetings
- Monthly DSL meetings
- As a standing agenda item at Education Governance Committee, Clinical Governance and Safeguarding Committee and Board Meetings.
- Regular meetings with nominated Governor

### 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
1.0	Final			Ratified by EGC

1.1	Draft	<p>Amendments to reflect KCSIE 2024</p> <p>Update in definition and purpose of SOP – being child centred and a co-ordinated approach.</p> <p>Included wording of exploitation to heading of abuse and neglect.</p> <p>Updated with additional text relating to domestic violence</p>	LR	September 2024
1.2	Draft	<p>Change in presentation to produce clarity of roles in safeguarding and child protection</p>	CH	September 2024
1.3	Draft	<p>Addition made to share information with organisation executive director for safeguarding.</p>	MB	September 2024

## 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 2022 Working Together to Safeguard Children 2018 What to do if you are worried about a child being abused 2015
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 – for IRAR platform
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	EDI Lead
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

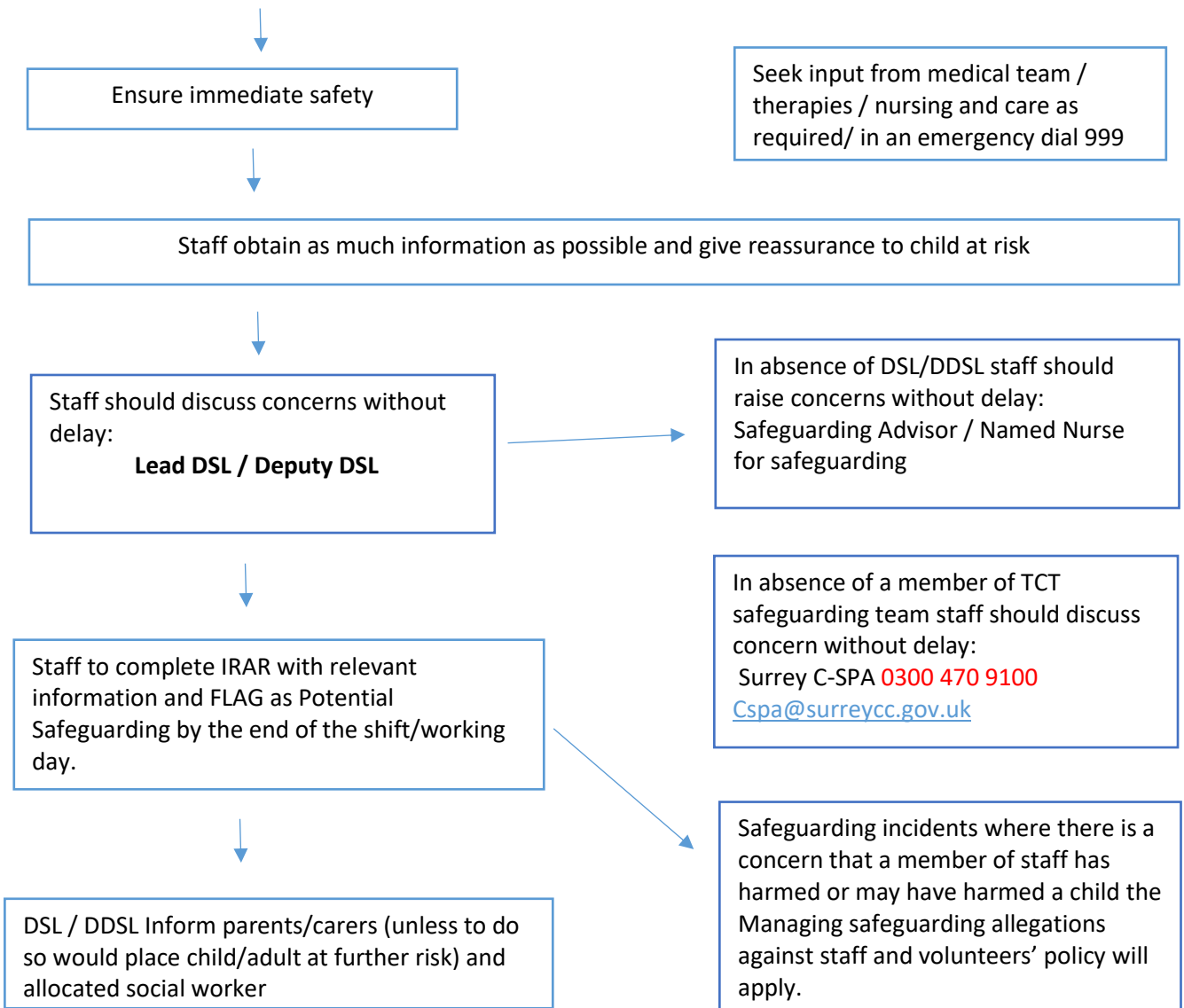
Role	Name	Contact number	Email
<b>Designated Safeguarding Lead</b>	Launa Randles	01737 36 5013	<a href="mailto:lrandles@thechildrenstrust.org.uk">lrandles@thechildrenstrust.org.uk</a>
<b>Deputy DSL online safety</b>	Elaine Lush	01737 36 5816	<a href="mailto:elush@thechildrenstrust.org.uk">elush@thechildrenstrust.org.uk</a>
<b>Deputy DSL for early years &amp; LAC</b>	Maz Hanlon	01737 36 8102	<a href="mailto:MHanlon@thechildrenstrust.org.uk">MHanlon@thechildrenstrust.org.uk</a>
<b>Safeguarding Governor</b>	Toby Mullins	01737 36 5000	<a href="mailto:tmullins@thechildrenstrust.org.uk">tmullins@thechildrenstrust.org.uk</a>

Appendix 3 – shadow Deputy DSL (completed training and in shadow position to support Deputy DSL)

Role	Name	Contact number	Email
<b>Teacher for Early Years – completed EYFS DSL training / new to role</b>	Caroline Page	01737 36 5806	<a href="mailto:Cpage@thechildrenstust.org.uk">Cpage@thechildrenstust.org.uk</a>
<b>Teacher for sixth form</b>	Phil Cox	01737 36 8636	<a href="mailto:Pcox@thechildrenstrust.org.uk">Pcox@thechildrenstrust.org.uk</a>

Appendix 3 – reporting a concern.

**Reporting a Safeguarding concern/incident**

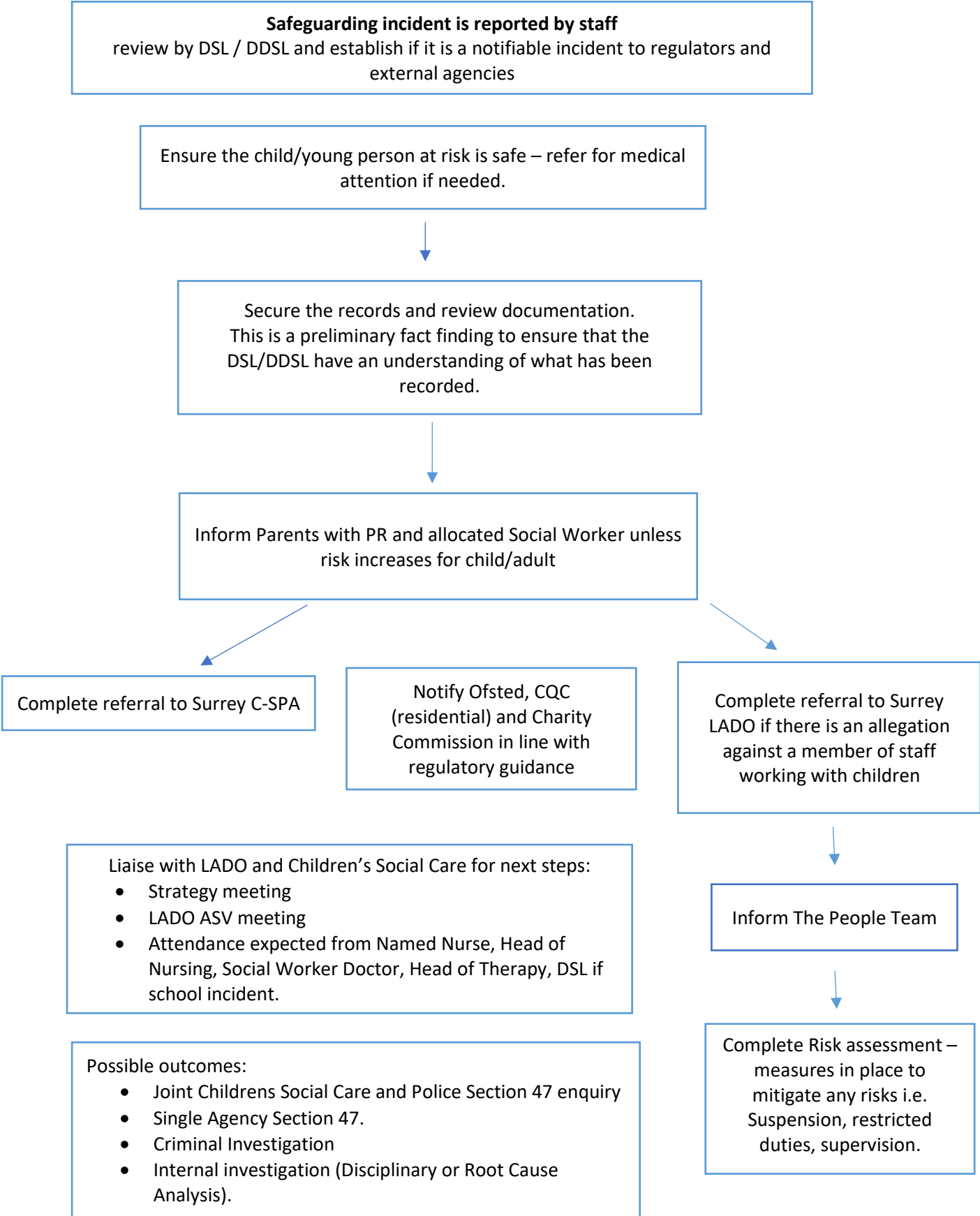


The following people may also be informed

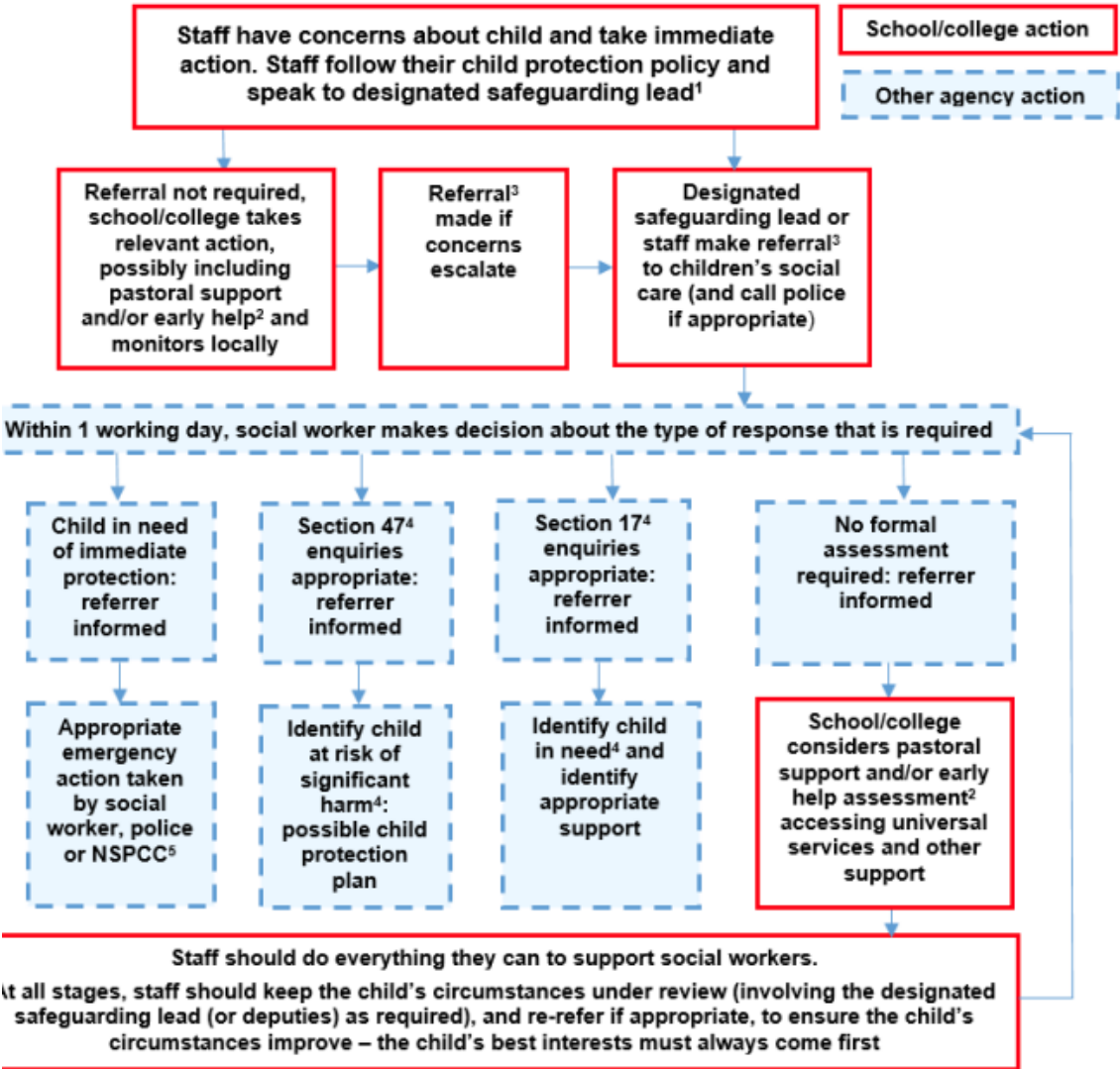
- Child Protection /Child Safeguarding concerns:
- Surrey C-SPA
  - Police if concerns of criminal act
  - Surrey LADO
  - The People Team
  - Head of Nursing
  - Funding Authority
  - Ofsted/CQC/ Charity Commission

Ensure you record any decisions and share information in line with the 7 Golden Rules of Information Sharing. All referrals to Local Authority should be placed in Child/Adult record (Section 8 of the single set of notes)

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 2023)



<sup>1</sup>In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.  
<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.  
<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.  
<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a Local Authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.  
<sup>5</sup> 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](mailto: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](#)