



SAFEGUARDING AND CHILD PROTECTION POLICY 2026

This policy includes the Hazelwood School Nursery

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1. Introduction and Ethos

At Hazelwood School we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment. All staff are advised to maintain an attitude that **'it could happen here'** when considering the safeguarding interests of the children under their care/ when considering safeguarding concerns at Hazelwood.

Safeguarding is defined as:

- 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;
- Providing help and support to meet the needs of children as soon as problems emerge; and
- Taking action to enable all children to have the best outcomes.

All staff have a responsibility to provide a safe environment in which children can learn. Adults in our school take all welfare concerns seriously and encourage pupils to talk to us about anything that worries them. Moreover, the Governing Body takes due consideration over its responsibility, under section 157 and 175 of the Education Act 2002, to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are suffering harm. We, therefore, as a community, will always act in what is considered in the best interests of the child. Their safety is of paramount importance. This is because all children regardless of age, gender (including gender questioning/reassignment), culture, language, race, ability, disability, sexual orientation, pregnancy / maternity, religion or belief have equal rights to protection, safeguarding and opportunities. We consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding and is referred to in Working Together to Safeguard Children (2022) and in Keeping Children Safe in Education (2025). Pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities. As part of our broad and balanced curriculum we give children opportunities which equip them with the skills they need to stay safe from harm and to know to whom they should turn for help. We recognise that all adults, including temporary staff, volunteers, and governors, have a full and active part to play in protecting our pupils from harm and that anyone can make a referral. Every pupil should feel safe and protected from any form of abuse. Staff are encouraged to think not "what if I am wrong" but rather "what if I am right".

This Policy sets out our approach to this commitment. It applies to all members of staff and Governors in the School.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications:

- Keeping Children Safe in Education (KCSIE), DfE September 2025
- Disqualification under the Childcare Act 2006 (as amended 2018)
- What to do if you are worried a child is being abused (March 2015)
- Working Together to Safeguard Children (inter-agency working), July 2022
- Information sharing 2018
- Framework for the Assessment of Children in Need and their Families (2000)
- What to do if You are Worried a Child is Being Abused, HM Government (2015)
- Statutory Framework for the Early Years Foundation Stage (2017)
- Surrey Safeguarding Children Board (SSCB) Child Protection Procedures2 Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (October 2015)
- Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- 'Prevent' Counterterrorism and Security Act (2015)

- Prevent Duty Guidance: for England and Wales (June 2015) The Prevent duty- Departmental advice for schools and childminders (June 2015)
- The use of social media for online radicalisation (July 2015)
- Arranging alternative provision (DfE, February 2025)
- Generative artificial intelligence (AI) guidance for schools and colleges (DfE, 2025)

Key Contact Information

Named Lead DSL (HN)
 Howard Garlick (Deputy Head Wellbeing & EYFS) garlickh@hazelwoodschool.com
 Nursery 01883 714171 EXT 089
 Direct – 01883 912089
 School 01883 712194 EXT 035
 Direct – 01883 912035

Lead DSL (Hazelwood Site)
 Clare Hardgrave (Head of Organisation) hardgravec@hazelwoodschool.com
 School 01883 712194 EXT 058
 Direct – 01883 912058

DSL Team DSL (Hazelwood)

Will Fagg (Deputy Head Prep): faggw@hazelwoodschool.com
 Deputy DSL (Hazelwood) Lynne Brighting: brightingl@hazelwoodschool.com
 Deputy DSL (Hazelwood) Stephanie Taylor (Reception Teacher): taylorst@hazelwoodschool.com
 Deputy DSL (HN) Matt Weeks (Nursery Manager): weeksm@hazelwoodschool.com
 Deputy DSL (HN) Becky Cromwell (Deputy Nursery Manager): cromwellb@hazelwoodschool.com
 Deputy DSL (HN) Paula Rutter (Skylarks Room Leader): rutterp@hazelwoodschool.com

Hazelwood Management/Governor Team

Head: Lindie Louw: louwli@hazelwoodschool.com
 01883 912033
 Chair of Governors: Roger Heaton: chairman@hazelwoodschool.com
 Safeguarding Governor: Juliette Nebel: safeguardinggovernor@hazelwoodschool.com

Key Agencies

Surrey Children's Single Point of Access (SPA) Contact Centre: 0300 470 9100
 Out of hours' social care emergency: 01483 517898
 NSPCC Whistleblowing phone line: 0800 0280285

2. Policy Aims

The aims of this policy are to:

- Demonstrate the School's commitment regarding safeguarding and child protection to pupils, parents and other third parties, including online safety.
- Support pupils' development in ways that will foster security, confidence, and independence.
- Provide an environment in which pupils feel safe, secure, valued, and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the school which will be followed by all members of the community in cases of suspected abuse.

- Develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our School who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Disclosure and Barring Service (DBS) check (according to guidance), and a central record is kept for audit.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures.);
- **Protection** (by following the agreed procedures, unnecessary risks are managed, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.);
- **Support** (for all pupils, parents and staff, and where appropriate specific interactions for those who may be at risk of harm e.g. considerations of culture, disability, history, FGM).
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

Our approach to online safety is based on addressing the categories of risk, listed in Appendix 3.

Staff should be aware of the professional risks associated with the use of social media and electronic communication and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (October 2015)

This Policy and Procedures will be monitored and evaluated by:

- Annual scrutiny and ratification by the Governor Compliance Committee and Full Governing Board
- Senior Leadership Team (SLT) 'drop ins' and discussions with children and staff.
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governor Committee and Board minutes
- Monitor of log recording any bullying/racist/behaviour incidents
- Review of parental concerns and parent questionnaire

At Hazelwood we recognise that:

- A child who is abused, exploited or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 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.
- Most children suffer harm from within their own families or from someone they know and with whom they have formed a relationship.
- We are receptive to and ready to respond to any particular needs/issues/risks which may emerge in the context of the school pupil population at any one time, or our wider community.
- Significant harm can be "actual" (it is happening now - bruises, injuries, neglect) or could be likely (unless action is taken the child may be exposed to significant risk in the future).

We will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting wellbeing alongside a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Liaising with Parents / Guardians (the School will always hold two emergency contact numbers).
- Notifying Children Services as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Children at Hazelwood are taught about how they can keep themselves and others safe, including online. The school uses Smoothwall, a filtering system to ensure pupils and staff are protected from harmful and inappropriate content online. The DSL team are sent daily reports of suspicious terms used by pupils and staff and respond appropriately to any alerts.
- To be effective, we present this information in an age- appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. We teach the following skills through the Relationship and Sex Education / Health Education programme, Form-time, Assembly's, and Chapels:

healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable. All of the above are also highlighted within an online context. Including ICT literacy and promoting effective and safe use of electronic communication.

All children understand that they have a Pupil Voice:

They can talk to any of the adults. Each pupil has a Form Tutor or Key Person as a first point of pastoral contact. We have Heads of Year and for new members of the School we have a buddy system. We have mentor groups within our house system. There is also a school counsellor to support pupils in need as identified by staff.

All staff should be prepared to identify children who may benefit from Early Help. Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of the problem getting worse. In the first instance, staff should discuss early help requirements with the DSL. (Further information regarding Early Help can be found in Chapter 1 of Working Together to Safeguard Children.)

Hazelwood staff are committed to:

- being vigilant, listening to children, observing changes in behaviour and attitude, responding to specific concerns at an early stage (self-harm, depression, eating disorders, online behaviour),
- reporting concerns to the DSL,
- not conducting an investigation themselves but to contact the relevant agencies to deal with significant concerns,
- being prepared to whistle-blow where there are concerns about the conduct of a member of staff towards a child/children.

Pupils with special educational needs and disabilities can face additional safeguarding challenges. This is because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with special educational needs and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Difficulties may arise in overcoming communication barriers.

3. Key Roles and Responsibilities

The role of the Lead DSL

The Lead DSL's holds ultimate responsibility for safeguarding and child protection at Hazelwood School, as outlined in KCSIE 2025, Annex C. Their key role is to:

- Manage referrals from School staff or any others from outside the School.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Undertake training.
- Raise awareness of safeguarding and child protection amongst the staff and parents. Ensure that child protection information is transferred to the pupil's new school.
- Ensure that a DSL is available to discuss any safeguarding concerns. DSLs are available via many platforms, including telephone, email and video calling, such as Teams.
- Be aware of pupils who have a social worker.
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- Working with others, to be aware of the requirement for children investigated by the police, to have an appropriate adult present.
- The DSL will keep a written record of all concerns, discussions and decisions, including the rationale for those decisions. This also includes instances where referrals were or were not made to another agency, such as LA, Children's social care or the prevent program. At Hazelwood, all written records are documented on CPOMS.
- Oversee online safety across the school and understand the filtering and monitoring systems and processes in place. Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

The DSL and DDSL's have detailed job descriptions which include the key activities of the role.

The role of the Governing Body

The Governing Body will ensure that there is a Safeguarding and Child Protection Policy together with a staff behaviour (Code of Conduct) Policy and that the School operates safer recruitment procedures. This ensures that there is at least one person on every recruitment panel that has completed Safer Recruitment training. The Governors will also ensure that the School has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.

The Governing Body receives appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

Safer Recruitment training is available to all relevant governors who are involved in the recruitment process.

In addition they are to:

- Appoint one of their members to fulfil the role of Child Protection Governor, to be available to liaise with the local authority on child protection issues.
- Make the Chair of Governors available to be responsible if an allegation of child abuse is made against the Head.
- Ensure the Safeguarding and Child Protection Policy and Procedures (and all related policies) are reviewed annually by the DSL, Governor Compliance Committee and Full Board and that the Safeguarding and Child Protection Policy is available on the School website.
- Monitor that the School has appropriate safeguarding responses in place for Children.Missing from Education (CME).
- Ensure that there are steps in place for the School to listen to pupils.

- Ensure that an enhanced DBS check is in place for the Chair of Governors and all members of the Governing Body.
- Confirm that at least one member of the Governing Body will complete Safer Recruitment Training to be renewed every 5 years.
- Appoint, when required, a designated teacher who will promote the educational achievement of children who are looked after.

The Governors will delegate certain tasks related to Safeguarding and Child Protection to the Head.

The role of the Head

The Head will ensure that:

- A member of SLT has DSL responsibility and that they have sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- On appointment, the DSLs undertake interagency training (SSCB Modules 1 and 2 or with a recognised agency) and also undertake DSL 'New to Role' and the 'Update' course every 2 years and that all other staff have Safeguarding training updated regularly, in line with advice from the Local Safeguarding Children Board and including e-safety and Prevent awareness training. All voluntary and temporary staff who work with children are made aware of these arrangements.
- DSL/DDSL have completed the PREVENT awareness training, all other staff receive condensed training during September inset, that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further investigation/observation.
- The names of the DSLs are clearly advertised in the School, with a statement explaining the School's role in referring to and monitoring cases of suspected abuse.
- That safeguarding is taught (in a planned component of the curriculum) online, through the curriculum and PSHE and personal, social, emotional development in the EYFS.
- Our approach to lettings will seek to ensure the suitability of adults working with children on School sites at any time and that the organisers of such clubs and activities are made aware of the School's Safeguarding and Child Protection Policy and receive relevant Safeguarding training.

The role of staff

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff are advised to maintain an attitude that 'it could happen here' when considering safeguarding the interests of the children under their care. Staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. Staff have a responsibility to:

- Provide a safe environment in which all children can learn.
- Share concerns with the DSL.
- Identify children who may benefit from Early Help.
- Work with the DSL (as required) to undertake an Early Help assessment.
- Provide support to the child and if required support social workers and other agencies working with a specific child.
- 'Relationships and associations' that staff have in School and outside (including online), may have an implication for the safeguarding of children in the School. Where a member of staff considers this may be the case, the member of staff must speak to the School.
- Be aware that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff having a professional curiosity and speaking to the DSL if they have concerns about a child.
- All staff should be aware of what children are accessing when using electronic devices. Hazelwood has a strict filtering and monitoring system (Smoothwall Monitor); however staff should still be actively monitoring during lessons.

All new staff, as part of their induction, will receive training in Safeguarding Children which will include how to respond to a pupil who discloses abuse. The designated members of staff provide this training.

Staff sign a register to record that they have seen and understood their respective responsibilities in the Policy.

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to the local authority children's social care (and if appropriate the police) is made immediately.

We acknowledge that staff must only use physical intervention as a last resort when a child is endangering themselves or others, and that it must always be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness and parents will be informed on the day that physical restraint took place. Corporal punishment is never used or threatened against any child at Hazelwood School.

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

Staff should be aware of the professional risks associated with the use of social media and electronic communication and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (October 2015).

Surrey Social Services manual is available online, to view go to: www.surreycc.gov.uk/safeguarding and go to 'Practices' to view the full manual.

It is the role of staff, governors and trustees to use the DfE's data protection guidance for schools to help:

- Comply with data protection law.
- Develop data policies and processes.
- Know what staff and pupil data to keep.
- Follow good practices for preventing personal data breaches.

Any concerns regarding data protection concerns should be raised with the Head of Operations, who is the school's data protection officer. mercerm@hazelwoodschool.com

It is everyone's responsibility to know what to do if a child makes a disclosure or if abuse is suspected.

If a child makes a disclosure:

Do: • Listen carefully • Record the conversation in the child's words and note the date/time • Take it seriously and reassure child • Follow procedure as set out in Policy	Don't: • Ask leading questions • Make promises you cannot keep • Jump to conclusions • Speculate or accuse anybody <i>It is not your responsibility to decide if the allegation is true or not.</i>
Immediate Danger: • Call Police (dial 999) • Refer to social care • Inform DSL asap	Concerns about conduct of staff: • A colleague – Talk to the Head • Head – Talk to Chair of Governor

Good practice:

- Voice your concerns, suspicions or uneasiness as soon as you can to a DSL.
- Pinpoint what is concerning you and why
- Don't think "what if I'm wrong" think "what if I'm right?"
- Always put the children's welfare first

Maintain confidentiality with any concerns you have.

Confidentiality & Anonymity

We recognise that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the School must contribute to inter-agency working in line with Working Together to Safeguard Children (2019) and share information between professionals and agencies where there are concerns.

As stated in Keeping Children Safe in Education (2025), 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' paragraph 77: 'This includes allowing practitioners to share information without consent.' All staff are made aware through safeguarding training that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In deciding whether there is a need to share information, **the pupil's best interests must be paramount.**

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. Advice should be sought from the designated safeguarding lead (or deputy).

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.

As a matter of effective safeguarding practice, the school should do all that it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

Health & Safety

Our Health & Safety Policy reflects the consideration we give to the protection of our children both physically within the School environment, and for example in relation to internet use, and when away from the School and when undertaking School trips and visits. When pupils visit another site and are doing activities where staff from other organisations will be involved, we obtain Risk Assessments. Through these Risk Assessments from the 3rd party organisation we ensure correct checks and qualifications of staff are in place before the School's Risk Assessment is agreed and signed off by the Head of Operations and the Head.

Mobile phones and digital devices with photographic capabilities

At the Hazelwood main site, all staff mobile phones and personal technology devices are registered at the School with the Head of Operations as per the ICT Acceptable Use Policy (Staff). This register will be updated regularly as devices are replaced. When in the presence of children, staff should only be using their phones for educational purposes, if staff need to use their phone for personal reasons, this should be done privately.

At the Hazelwood Nursery (HN) site, all staff mobiles must be turned off and placed in the designated locked cupboard either in the room or relevant office. Phones may only be checked at break times in the staff room and never in the rooms, or in the toilets. Staff are responsible for ensuring that their mobile phones do not hold inappropriate or illegal content.

All adults, including parents and visitors, who attend the HN site are made aware that mobile phones are not to be used on the site in the presence of the children.

Guidance about conduct and safe practice, including safe use of mobile phones and digital devices with photographic capabilities by staff and volunteers will be given at staff training and induction and is also available in the EYFS Mobile Phone and Camera Policy.

4. Safeguarding and Child Protection Procedures to follow if abuse is suspected or reported

If any member of staff has concerns about a child in their care, then they should report it to the DSL or DDSL using CPOMS, if the concern is urgent, the DSL on duty should be contacted immediately. The DSL or DDSL will then follow this up with the necessary procedures. This will help to identify early if any further additional help is required to support the child further.

If any member of staff:

- suspects that child abuse is occurring.
- identify child abuse.
- is concerned that School practices or the behaviour of others may be putting a child at risk of abuse.
- has an incident, complaint or suspicion reported to him/her. he/she must:
- Immediately stop any other activity to listen and give them space to do this safely.
- Make brief notes at the time or as soon as possible afterwards and ensure that these original notes are kept.
- Use the exact words of the child.
- Not ask leading questions (it may prejudice the investigation).
- Not give guarantees of confidentiality to the child (or keep any secrets from the school) but give assurances that only those who need to know will be informed. Not make any attempt to investigate the incident themselves.
- At the earliest opportunity report to the DSL and provide DSL with notes on our Safeguarding Concern Form (attached at the end of this document) and or via CPOMS (some club staff/support staff will not have access to CPOMS and therefore the paper forms will still be available).
- The individual with concerns may contact Children's Social Care directly.
- If the complaint is likely to involve the DSL, the informant must report it to the Head. If the disclosure happens after School hours, the teacher/adult should attempt to contact any of the DSLs or the Head at home. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e. it is unsafe for them to go home) then Children's Social Care may be contacted directly.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's care immediately. Anybody can make a referral. For children who are in need of additional support (who are not at immediate risk), we will use inter-agency assessment following SSCB procedures, including the use of Early Help Assessment (EHA), Common Assessment Form (CAF) and Team Around Child (TAC).

Making a referral.

- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with Surrey Safeguarding Children's Board Levels of Need document.
- If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible. If the DSL is not available, another member of the SLT should be contacted.
- The parents will be told that a referral is being made, unless doing so would increase the risk to the child.
- Where there is doubt about whether to make a referral, the Single Point of Access (SPA) Contact Centre will be consulted.
- Referrals should be made in writing, following a telephone call using the Request for Support Form.
- In addition, as a registered setting, the EYFS department must inform OFSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations. OFSTED must be informed as soon as is reasonably practicable but at the latest within 14 days.

At Hazelwood we recognise that children must receive the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction are vital. We recognise that staff working in the School who have become involved with a child who has suffered harm or appears to have suffered harm will be offered the opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Action to be taken where an allegation has been made against a member of staff:

We recognise the possibility that adults working in the School may harm children, including governors, volunteers, supply teachers and agency staff. All staff are advised to maintain an attitude that **'it could happen here'** when considering the safeguarding interests of the children under their care/when considering safeguarding concerns at Hazelwood.

Any concerns about the conduct of other adults in the School should be taken to the Head without delay (or where that is not possible, to the Lead DSL); any concerns about the Head should go to the Chair of Governors.

If an allegation is made against a member of staff, there should be no unnecessary delays. Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Head has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)

Allegations

It is an allegation if the person* has:

- 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 he or she 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 (also includes behaviour outside the school).

*(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.) Allegations should be reported to the LADO 'without delay'.*

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children.
- having favourites.

- taking photographs of children on their mobile phone for non-school purposes.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously.
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be 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.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns.
- details of the concern
- context in which the concern arose.
- action taken. (* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely, and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

The Head/DSL will follow procedures in line with the School Disciplinary Policy, statutory guidance from the DfE as well as locally agreed procedures. School policy also takes into account guidance in KCSIE (2025).

All School staff should take care not to place themselves in a vulnerable position with a child.

They should be aware of the School's own policies relating to staff conduct and behaviour. Guidance about conduct and safe practice, including safe use of mobile phones and digital devices with photographic capabilities by staff and volunteers will be given at induction. We understand that a pupil may make an allegation against a member of staff.

- Where it is alleged that a member of staff has behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against a child or behaved towards a child in a way that indicates that he/she is unsuitable to work with children, the member of staff receiving the allegation will immediately inform the Head.
- The School will follow SSCB (Surrey Safeguarding Children Boards) procedures for managing allegations against a member of staff.

- They will consider the nature, content and context of the allegation and agree to a course of action including any involvement of the police. Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.
- Each case will be considered carefully to ascertain whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place, taking into account the views of the LADO.
- The Chair of Governors will be informed of any child protection issue as soon as possible after it arises.
- Any allegation involving the Head will be passed on to the Chair of Governors without informing the Head first. The Chair of Governors will follow the procedures above.
- Allegations against staff, volunteers or the DSL should be reported to the Head. If the Head is absent, the allegation should be passed to the Chair of Governors.
- We are aware that there are restrictions on the reporting or publishing of allegations against teachers and so we will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE publishes information about an investigation or decision in a disciplinary case.
- The Head will promptly report any member of staff who is deemed unsuitable to work with vulnerable young people and who has been removed from regulated activity to the DBS. We will also refer such a member of staff to the TRA (Teaching Regulation Agency). Advice about referring to TRA can be on the TRA website www.gov.uk/government/organisations/teaching-regulation-agency
- In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors with advice as mentioned above. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the School, staff should refer to the Whistleblowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed.
- A legal obligation has been breached.
- There has been a miscarriage of justice.
- The health or safety of any individual has been endangered.
- The environment has been damaged.
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office; the number is 0800 028 0285. Further information can be found in the Whistleblowing Policy.

This policy was ratified by Full Board on the 10 September 2025

APPENDIX 1: SUMMARY FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

1. Concern put on CPOMS or on a Safeguarding Concern Form
2. Hand concern to the DSL or member of the DSL Team
3. DSL reviews concern and makes a decision
4. MONITOR - Decision made to monitor the concern. The class teacher asked to monitor the child and feedback to the DSL with an agreed timescale.
5. DISCUSS - Decision made to discuss the concern informally with the parents. Once discussed with parents the DSL decides to discuss further with parents, monitor or refer to social care.
6. REFER - DSL discusses the decision with a senior teacher or the head and agrees to refer to social care.
7. RECORD - DSL keeps CPOMS up to date with outcome and transfers any documents onto CPOMS
8. In exceptional circumstances anyone may report directly to children's social care.

APPENDIX 2: TYPES OF ABUSE AND NEGLECT AND RECOGNISING SIGNS

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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.

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

'Children can be 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

Some of the following signs might be general indicators of abuse or neglect:

Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy
might have difficulty sleeping or start wetting the bed.
Children with clothes which are ill-fitting and/or dirty.
Children with consistently poor hygiene.
Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
Children who don't want to change clothes in front of others or participate in physical activities.
Children who are having problems at school, for example, a sudden lack of concentration and learning or they
be tired and hungry.
Children who talk about being left home alone, with inappropriate carers or with strangers.
Children who have a parent in custody or are affected by parental offending.
Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
Children who are frequently missing from education, home or care.
Children who have experienced multiple suspensions, are at risk of being permanently excluded from school, c
in alternative provision or a pupil referral unit.
Children who are reluctant to go home after school.
Children with poor school attendance and punctuality, or who are consistently late being picked up.
Parents who are dismissive and non-responsive to practitioners' concerns.
Parents who collect their children from school when drunk, or under the influence of drugs.
Children who drink alcohol regularly from an early age.
Children who are concerned for younger siblings without explaining why.
Children who talk about running away; and
Children who shy away from being touched or flinch at sudden movements.

Categories of Abuse:

- Abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the

internet). They may be abused by an adult or adults or by another child or children. Abuse includes where they see, hear or experience the effects of domestic abuse.

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.

Some of the following signs may be indicators of abuse / physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts; burns or scalds; or bite marks.

Emotional abuse: the persistent emotional maltreatment of a child such as causing 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 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.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.

- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Report of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

It is important to understand intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. *KCSiE (September 2024)*.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Specific safeguarding issues:	Please be aware of:
• Child on Child Abuse including Sexual Violence & Harassment and up skirting. • Bullying including cyberbullying. • Domestic violence • Drugs • Fabricated or induced illness • mental health • Youth Produced Sexual Imagery (sex) • Teenage relationship abuse • Child Missing or Absent from Education (CME)- see Appendix 3 • Deliberately missing education	• Gangs and youth violence • Forced marriage (change in law from 2010 Appendix 3) • Gender-based violence/violence against women and girls (VAWG) • Faith abuse • Private fostering • Looked after children. • Preventing radicalisation (see Appendix 3) • Child missing from home or care • Trafficking • Grooming through internet or "gaming"

Further information on the following can be found in Appendix 3

- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Honour-based Violence (HBV)

- Prevent Duty
- Private Fostering
- Domestic Abuse

Child-on-Child Abuse including Sexual Violence & Harassment and Upskirting

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse and if they have concerns about child-on-child abuse they should speak to their DSL. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. There are many forms that child on child abuse might take, including but not limited to:

- Bullying
- Abuse in intimate personal relationships
- Physical abuse
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent.
- Sharing nudes or semi-nudes
- Upskirting
- Initiation or hazing-type violence and rituals.

At Hazelwood we believe that abuse is abuse and will never be tolerated or passed as mere 'banter'. Whilst recognising the gendered nature of child-on-child abuse, all child-on-child abuse is unacceptable and will be taken seriously. We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

All children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the School and other pupils.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others, and their behaviour will be dealt with under the School's Behaviour Policy.

Our curriculum will help children develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

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

We believe that sexual violence and sexual harassment is never acceptable, and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the Police.

The School will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature, and online sexual harassment.

The School recognises that some pupils are at greater risk of sexual violence, sexual harassment and child on child abuse or other, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the DSL, in partnership with the Head. Some incidents must be reported to the Police or social services, others may be dealt with in School.

Occasionally, allegations may be made against pupils by others in the School, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a

safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other pupils in the School.
- indicates that other pupils may have been affected by this pupil.
- indicates that young people outside the School may be affected by this pupil.

We will support the victims of child-on-child abuse and victims of sexual violence and sexual harassment by discussing the incident with them, supporting and investigating the incident fully and reporting it to relevant authorities where appropriate.

Children can access <https://shorespace.org.uk/> a confidential chat service for young people concerned about their own, or someone else's sexual thoughts and behaviours.

Sharing nudes and semi-nudes

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18.

This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention:

- Report it to your Designated Safeguarding Lead (DSL) immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

APPENDIX 3: FURTHER INFORMATION ON SPECIFIC SAFEGUARDING ISSUES

Children Missing or Absent from Education (CME):

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing or prolonged absence from school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in KCSIE (September 2024) the School has:

- A responsibility for early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of the child going missing in the future.
- Staff who understand what to do when children do not attend regularly. Designated staff e.g. SENDCO/DSL will have a consistent dialogue with those families and procedures will be put in place to assist those children.
- Appropriate policies, procedures and responses for pupils who go missing or who are absent for prolonged periods from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated.
 - leave school to be home educated.
 - move away from the School's location.
 - remain medically unfit beyond compulsory school age. ○ are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded.

Elective home education can mean that some children are not in receipt of suitable education, however many home educated children have a positive learning experience.

Should a child on roll be offered alternative provision, the school continues to be responsible for the safeguarding of that pupil. The school should be satisfied that the placement meets the pupil's needs and the school will:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk.
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary. Children who are absent from education.

We will ensure that pupils who are expected to attend the School but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Child Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity and may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

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

The School is aware there is a clear link between regular non-attendance at school and CSE. 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 to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) 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.

The DSL will consider the published Surrey Safeguarding Children Partnership guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

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

The School is aware that a child often 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 staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school covers the topic of consent in the PHSEE and SRE curriculum. Pupils will be informed of how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation, including online, and knowing how and where to get help.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and

- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Children with SEN
- Absence of a safe environment to explore sexuality. • Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Child Criminal Exploitation and Gangs (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity and may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence.

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The School is aware there is a clear link between regular non- attendance at school and exploitation. 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 to assess this risk.

A request for support to the C-SPA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the C-SPA. If there is concern about a child's immediate safety, the Police will be contacted on 999.

More information can be found in: Child exploitation: Definition and a guide for practitioners (DfE 2017)

Mental Health

All staff should also 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their safeguarding policy and speaking to the designated safeguarding lead or a deputy.

Online Safety

The four main areas of risk online are:

- **Conduct:** children may be at risk because of their own behaviour, for example, by sharing too much information. Children need to be aware of the impact that their online activity can have on both them and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted.
- **When using the internet,** it's important to keep personal information safe and not share it with strangers. Children are taught the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.
- **Content:** age-inappropriate or unreliable content can be available to children. Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.
- **Contact:** children can be contacted by bullies or people who groom or seek to abuse them. It is important to recognise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friend's lists and removing unwanted contacts is a useful step. If you have concerns that a child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the DSL and the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If a child is the victim of cyberbullying, this can also be reported online and offline.

- Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites. Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Children are educated to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems (Smoothwall Monitor). The DSL's and Senior ICT Technician/Data Manager ensure Hazelwood is using **Enhanced Online Monitoring** and filtering and monitoring systems are regularly reviewed and updated to address new and emerging online threats, including AI-generated content.

However, many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. To minimise inappropriate use, as a school we ensure that children are taught about safeguarding, including online safety as part of our broad and balanced curriculum. Additionally, Hazelwood provides information and presentations for parents to help support families staying safe online.

No pupils should be using the schools ICT without a member of staff present, except when iPads issued by the School are taken home.

The rules and regulations below are not meant to act as an exhaustive list of "dos and don'ts"; rather to offer a level of consistency and guidance across each area of the School. These are to be read in conjunction with the main AUP and, where appropriate, the iPad AUP.

- Pupils may only use the account assigned to them and must not share their password with anyone.
- Pupils are not allowed to email each other or a member of staff unless it is school related. Emailing outside bodies is allowed with permission of the member of staff (examples may include pen pals), the School reserves the right to restrict individual users or groups to internal emailing only and this is available through the Google Apps platform.
- Air Dropping and iPad communication is closely monitored with iPad Form Time Inspections and rules/reminders about appropriate use provided.
- Chat rooms and social networking sites/Apps are not permitted.
- Gambling and eCommerce are not permitted.
- Downloading or sharing of files such as music files are not permitted on the computer, although Upper School children with iPads have permission to download a small amount of music.
- The use of inappropriate images/websites/video clips are not permitted.
- Pupils should not post images of themselves or others online.
- Pupils should not share information about themselves online which includes a surname, location or other identifiable markers without prior permission of a teacher. This should only be in a secure location including the School VLE, closed blogs or other approved sites, even then children should use this a learning experience and should be taught to question why the information is needed.
- Pupils should not share their iPads or take another person's iPad for any reason, unless instructed to do so by a teacher.
- Cyber Bullying and any misuse of ICT should be passed immediately to the Deputy Head or DDSL. For further information on Cyber Bullying see the separate policy.

- On-Line Safety Evenings are offered to parents and guardians on advice to be applied at home.
- On-Line Safety is taught to pupils from Reception in their ICT lessons. On-Line Safety is also incorporated in our daily approach. This also includes:

Disinformation and Online Safety All staff should be aware of the heightened risks posed by disinformation and the need to teach children how to identify and respond to false information online. This includes:

- Teaching children to critically evaluate online sources
- Understanding how algorithms can create echo chambers and filter bubbles
- Recognising deep fakes and manipulated media
- Understanding the difference between opinion, bias, and factual information

Generative AI Awareness Staff must be aware of the potential risks and benefits of generative AI tools including:

- Potential for children to encounter inappropriate content generated by AI
- Risk of children developing inappropriate relationships with AI chatbots
- Need to teach children about the limitations and potential biases of AI-generated information
- Understanding that AI-generated content may not always be accurate or age-appropriate
- Pupils should understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Female Genital Mutilation

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society.
- Mother or a sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- Visiting female elder from the country of origin.
- Being taken on a long holiday to the country of origin.
- Talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.

- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialing 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

‘Honour-based’ Abuse

‘Honour-based’ Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

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. There has been a change in the law from February 2023 around forced marriage:

- It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used.
- This applies to non-binding, unofficial marriages, as well as legal marriages.

School staff should never attempt to intervene directly as a School or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit on 020 7008 0151.

One Chance Rule All staff are aware of the ‘One Chance Rule’ in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance to speak to a pupil who is a potential victim and have just one chance to save a life and are aware of their responsibilities and obligations if they become aware of potential forced marriage, FGM and HBA cases.

Prevent Duty – Radicalisation and Extremism

Radicalisation: the process of a person legitimising support for, or use of, terrorist violence. As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people from being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

Where staff are concerned that pupils are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL. The DSL has received training in Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that pupils understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the School's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes..
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside School.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, artwork or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence towards others.

Children with special educational needs or disabilities (SEND) or certain health conditions.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

At Hazelwood we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example one:one support, mentoring and pastoral tracking.

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Hazelwood, we endeavour to reduce the additional barriers faced by providing an open safe environment, by educating our children to support and promote diversity.

As a school we take a cautious approach to support a gender questioning child and consider the broad range of the individual's needs, we do this in partnership with their parents (except in rare circumstances where involving the parents would bring significant harm to the child) Clinical advice will be sought and any risks to the child to other vulnerabilities, such as bullying, will be addressed.

Be aware that revised guidance is likely around relationships, sex and health education, and children who are gender questioning- the policy will be updated as soon as guidance is published.

Private Fostering and Looked After Children

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The School itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the School, we will take steps to verify the relationship of the adults to the child who is being registered.

The most common reason for children becoming looked after is as a result of abuse and neglect. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

Children who have a Social Worker

At Hazelwood, staff recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker including sharing key information with specific teaching and support staff, allocating a school-based mentor and monitoring academic progress and pastoral well-being in regular briefings.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL (and DDSL's) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity <https://www.surreycc.gov.uk/people-and-community/housing>

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse.
- (b) violent or threatening behaviour.
- (c) controlling or coercive behaviour.
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The school is part of Operation Encompass and works in partnership with Surrey and Kent Police

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

County Lines

County Lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. Although cannabis is occasionally linked to the county lines organisations, it is harder drugs that provide the focus: heroin, cocaine, and amphetamines.

The main County Line gangs operate from London and Liverpool. Faces from the cities are not known by police in the quieter areas and can operate more easily. At least for a time.

The influence of County Lines is nationwide. Metropolitan Police have found gang members from Islington in 14 different police areas. Boys, typically 15 and 16, but sometimes younger, travel by coach, train, and taxi into rural or coastal area, with only a 'burner', or disposable phone, often stolen, and a stash of drugs. For the gang's security each runner only knows one other phone number along the delivery chain. The drug runner needs a place to stay and to do this the gang will take over the home of a vulnerable person, often after following them home. This is known as "cuckooing". Once in the property, drugs and weapons can be stored there along with a possible venue for dealing drugs and the sexual exploitation of girls and young women.

The signs and symptoms of a child involved within County Lines are similar to other forms of abuse; watch out for dramatic changes of behaviour.

Be aware of children who go missing from school or home and are subsequently found in areas away from their own and those who have been the perpetrator or alleged perpetrator of serious violence, as well as the victim.

Serious violent crime

The following indicators may signal that children are at risk from, or are involved with, serious violent crime. These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs.
- Increased absence from school
- Change in friendship or relationships with others or groups.
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

APPENDIX 4: STAFF TRAINING

Induction Training - Mandatory

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – receive annual Safeguarding and Child Protection training and receive updates as required to provide them with relevant skills and knowledge to safeguard children effectively.

Adults who live on site who are not staff members- not only do these individuals have an enhanced DBS check, but they will also be given basic safeguarding training, completed via our online portal- the TES Develop.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

All members of staff at Safeguarding Training are provided with access to:

- Hazelwood Safeguarding and Child Protection Policy
- Code of Conduct (Staff) Policy
- Part 1 and Annex B of KCSiE (September 2024)
- Whistleblowing Policy
- The name and contact details of the DSLs
- E-Safety Policy
- Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy
- Training in managing a report on a sexual violence/harassment case.
- The school's safeguarding response to children who go missing from education.

Safer Recruitment

Our selection and recruitment of staff includes checks for their suitability with the DBS. All pre-appointment checks on volunteers, staff or contractors, and other individuals that are not School staff or supply staff are completed according to the requirements set out in KCSiE (September 2025). Disqualification by association is detailed in our Safer Recruitment Policy. Shortlist candidates will be informed that online searches will be carried out, in accordance with the new guidance in KCSiE 2025.

APPENDIX 5: FURTHER RESOURCES

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence.

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org

APPENDIX 6: SAFEGUARDING REPORT FORM

www.hazelwoodschool.co.uk

Safeguarding Report/Online Search Query

Name of child:

Form/Class:

Date of birth:

Completed by:

Position in School/Nursery:

Date	Nature of concern <i>Please record the facts of your concern and ensure you sign and date the statement. This report must be brought to the attention of the DSL immediately.</i>

Signed:

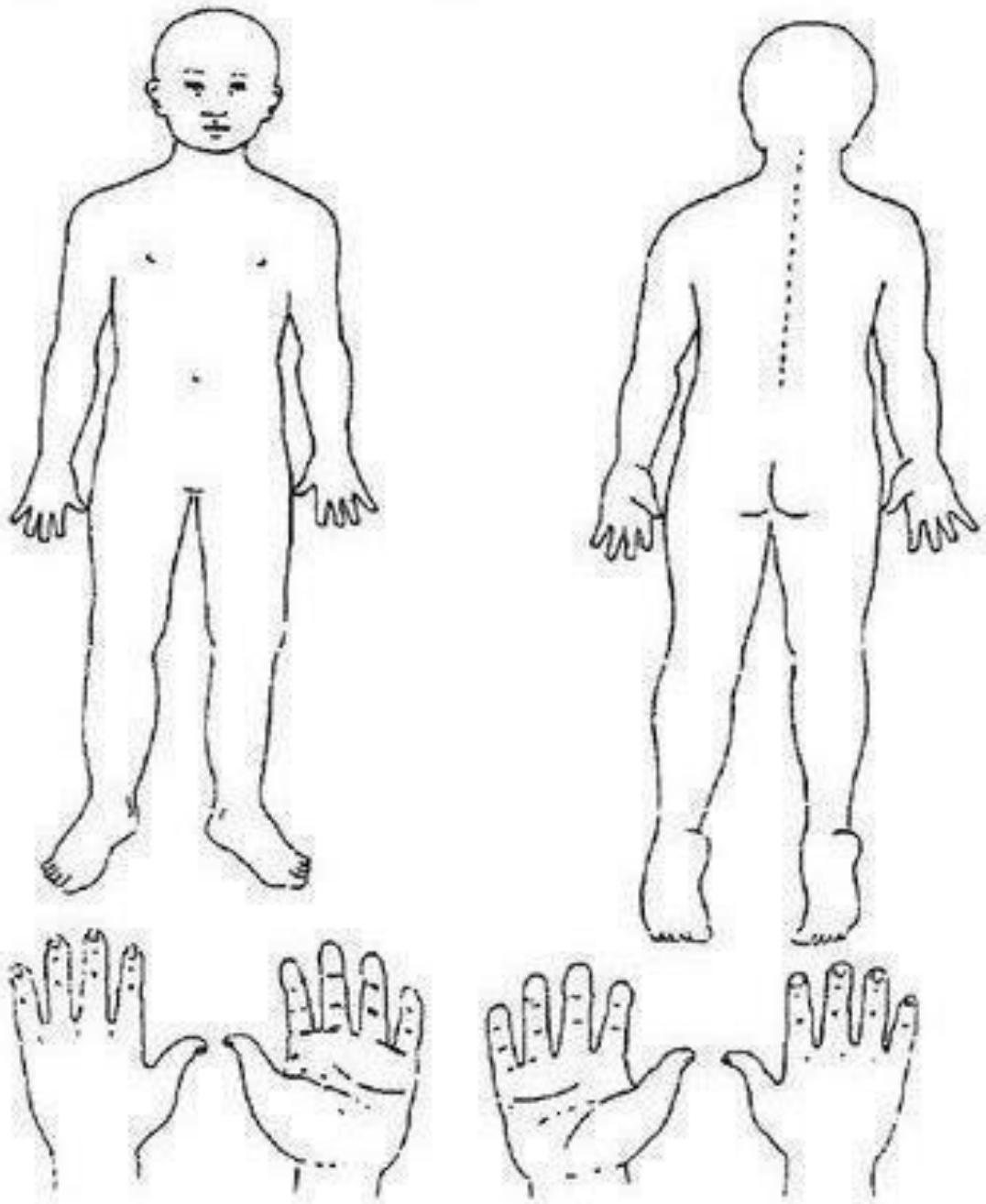
Date:

For DSL only Action taken:

Signed:

Date:

APPENDIX 7: SAFEGUARDING BODY MAP



Signed:

Date: