



AMESBURY SCHOOL

HINDHEAD

CHARTERHOUSE FAMILY OF SCHOOLS

Amesbury School Safeguarding & Child Protection Policy

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Charterhouse Family schools are united by a commitment that safeguarding excellence underpins educational excellence - children need to feel safe and happy in order to learn effectively.

We believe every child has the right to feel safe, heard, respected and protected.

All adults working within Charterhouse Family schools share responsibility for safeguarding and promoting the welfare of children. We are committed to creating robust safeguarding cultures in which safeguarding is visible, valued, central to school life, child-centred and everyone's responsibility.

We live by the principle – it could happen here.

Table of Contents

PART 1: CHARTERHOUSE FAMILY OF SCHOOLS CORE SAFEGUARDING STANDARDS.....	8
1. Statement of Commitment	8
2. Charterhouse Family Safeguarding Principles	8
2.1. Put Children First	8
2.2. Maintain a Culture of Vigilance	8
2.3. Act Early	9
2.4. Ensure Accountability	9
2.5. Listen to Children	9
2.6. Work Collaboratively	9
3. Scope.....	9
4. Definition of Safeguarding and Child Protection.....	10
5. Safeguarding Expectations Across the Charterhouse Family	10
5.1. Leadership.....	10
5.2. Systems and Procedures.....	10
5.3. Training.....	10
5.4. Curriculum	10
6. Roles and Responsibilities.....	11
6.1. All Adults	11
6.2. Designated Safeguarding Lead	11
6.3. Head of School.....	11
6.4. Governors.....	12
7. Child-Centred Practice	12
8. Early Help and Early Intervention.....	12
9. Information Sharing	13
10. Equality, Diversity and Inclusion.....	13
11. Online Safety	13
12. Artificial Intelligence and Emerging Technologies	14
13. Child-on-Child Abuse	14
14. Safeguarding Culture	15
15. Charterhouse Family Safeguarding Standard	15
PART 2: GOVERNANCE AND ACCOUNTABILITY.....	15
16. Safeguarding Governance.....	15
16.1. School Responsibilities	16
16.2. Head of School Responsibilities.....	16

16.3. Designated Safeguarding Lead (DSL) Responsibilities	17
16.4. Governors	18
16.5. Charterhouse Family Governance	19
PART 3: SAFEGUARDING PROCEDURES	22
17. Responding to Concerns.....	22
17.1. Immediate Risk.....	22
17.2. Non-Immediate Risk	23
17.3. Disclosures	23
17.4. Recording Concerns.....	24
17.5. Information Sharing	25
17.6. Confidentiality	25
17.7. Escalation and Professional Challenge.....	26
18. Early Help and Intervention	26
18.1 Early Identification	26
18.2. Early Help Processes	27
18.3. Multi-Agency Working	27
PART 4: SPECIFIC SAFEGUARDING RISKS	29
19. Abuse and Neglect	29
19.1. Physical Abuse.....	29
19.2. Emotional Abuse	30
19.3. Sexual Abuse	31
19.4. Neglect.....	32
20. Child-on-Child Abuse	33
20.1. Bullying.....	34
20.2. Sexual Harassment.....	35
20.3. Sexual Violence	36
20.4. Harmful Sexual Behaviour (HSB).....	36
20.5. Hazing and Initiation	37
20.6. Misogyny and Misandry	38
21. Online Safety	39
21.1. The 4C's Framework.....	39
21.2. Filtering and Monitoring	41
21.3. Devices and Technology	41
21.4. Social Media	42
21.5. Remote Learning.....	43
22. Artificial Intelligence (AI) and Emerging Technologies	44
22.1. AI Risks	44

22.2. Staff Responsibilities	47
22.3. Pupil Education	47
23. Mental Health and Wellbeing	48
23.1. Mental Health Concerns.....	49
23.2. Self-Harm	50
23.3. Suicidal Ideation and Suicide Risk	51
23.4. Eating Disorders and Disordered Eating	51
23.5. Trauma-Informed Practice	52
24. Contextual Safeguarding.....	54
24.1. Child Criminal Exploitation (CCE)	54
24.2. Child Sexual Exploitation (CSE)	55
24.3. Serious Violence	56
24.4. County Lines.....	57
24.5. Gangs	58
24.6. Radicalisation and Extremism.....	58
24.7. Missing Children	59
Part 5: CHILDREN POTENTIALLY AT GREATER RISK	60
25. Vulnerable Groups	61
25.1. Children with Social Workers.....	61
25.2. Looked After Children.....	61
25.3. Previously Looked After Children.....	62
25.4. Young Carers	62
25.5. Children with Special Educational Needs and Disabilities (SEND)	63
25.6. Children with Medical Conditions	63
25.7. Children with Mental Health Needs	64
25.8. International Pupils.....	64
25.9. Boarders.....	64
26. Equality, Inclusion and Safeguarding.....	65
26.1. Protected Characteristics	65
26.2. Children who are Lesbian, Gay or Bisexual	66
26.3. Children Questioning Their Gender	66
26.4. Anti-Discrimination	66
26.5. Prejudice-Based Incidents	67
PART 6: SAFER WORKFORCE	67
27. Safer Recruitment	68
27.1. Recruitment Checks	68
27.2. Overseas Checks	69

27.3. Agency Staff	69
27.4. Volunteers	69
27.5. Contractors	70
28. Allegations Against Adults	70
28.1. Managing Allegations	70
28.2. Harm Threshold	71
28.3. Referral Procedures	71
28.4. External Agencies	72
29. Low-Level Concerns	72
29.1. Reporting Procedures	72
29.2. Recording	72
29.3. Review and Oversight	73
30. Whistleblowing	73
30.1. Internal Reporting	73
30.2. External Reporting	74
30.3. Protection for Staff	74
Part 7: EDUCATIONAL PROVISION	74
31. Safeguarding Through the Curriculum	75
31.1 PSHE / RSHE	75
31.2. Wellbeing Education	75
31.3. Online Safety Education	76
31.4. Consent	76
31.5. Healthy Relationships	77
31.6. British Values / Local Values	77
32. Pupil Voice	78
32.1. Reporting Concerns	78
32.2. Student Leadership	78
32.3. Surveys	79
32.4. Safeguarding Ambassadors	79
PART 8: SUPPLEMENTARY SAFEGUARDING REQUIREMENTS	80
33. Boarding Schools Annex	80
33.1. Residential Safeguarding	81
33.2. Boarding Staff	81
33.3. Night-Time Supervision	81
33.4. Leave Arrangements	82
33.5. Guardians	82
33.6. Missing Boarders	82

33.7. Privacy and Dignity	83
33.8. Boarding Accommodation.....	83
34. International Schools and International Boarders Annex.....	83
34.1. Overseas Guardians.....	83
34.2. Host Families	84
34.3. Student Travel	84
34.4. Repatriation Concerns	84
34.5. Immigration and Sponsorship	84
34.6. Local Child Protection Requirements outside the UK	85
34.7. Cross-Border Information Sharing	85
35. Early Years Annex.....	85
35.1. EYFS Requirements	85
35.2. Mobile Devices	86
35.3. Intimate Care.....	86
35.4. Key Person System.....	86
36. Prep School Annex	86
36.1. Age-Appropriate Safeguarding	87
36.2. Parent Partnerships	87
36.3. Supervision Arrangements	87
36.4. Transition Safeguarding.....	88
PART 9: AMESBURY SCHOOL ARRANGEMENTS	88
37. Key Contacts.....	88
School holiday arrangements.....	89
38. Local Safeguarding Context	89
39. Local Reporting Routes.....	90
Immediate risk	90
Concerns about adults	90
Escalation	90
40. Local Recording Guidance	90
41. Local Managing Disclosures Guidance	91
42. Local Areas of Risk.....	91
43. Lettings, Off-Site and Extended School Arrangements	92
APPENDICES	93
Appendix A - Safeguarding Training Requirements	93
Appendix B - CPOMS.....	Error! Bookmark not defined.
Appendix C - Linked Policies.....	96
Appendix D - The Law (legislation and statutory guidance).....	96

Appendix E - Nudes and Semi-Nudes.....	98
Appendix F - Types of Abuse and Specific Safeguarding Concerns	100

PART 1: CHARTERHOUSE FAMILY OF SCHOOLS CORE SAFEGUARDING STANDARDS

1. Statement of Commitment

The Charterhouse Family of Schools is committed to safeguarding and promoting the welfare of children and young people.

Safeguarding is central to our purpose as educators and is embedded throughout every aspect of school life. We recognise that all children have the right to be protected from abuse, neglect, exploitation and harm and to grow up in environments that support their safety, wellbeing, development and educational achievement.

We believe that:

- the welfare of the child is paramount;
- safeguarding is everybody's responsibility;
- every child has the right to be listened to and taken seriously;
- safeguarding concerns should never be ignored;
- early intervention is essential;
- all children have an equal right to protection regardless of age, disability, sex, race, religion or belief, culture, language, sexual orientation, gender identity, nationality or immigration status;
- safeguarding practice must always be child-centred;
- creating a culture of safety is the responsibility of all adults working within our schools.

All Charterhouse Family schools are expected to maintain a safeguarding culture in which children feel safe, valued, respected and able to seek help whenever they need it.

2. Charterhouse Family Safeguarding Principles

All Charterhouse Family schools will:

2.1. Put Children First

The best interests of the child will be the primary consideration in all safeguarding decisions.

2.2. Maintain a Culture of Vigilance

All staff will maintain an attitude of:

"It could happen here."

Staff will remain professionally curious and responsive to changes in behaviour, wellbeing, attendance, relationships or presentation.

2.3. Act Early

Concerns will be identified and responded to as early as possible.

Early help and preventative support are essential safeguarding measures.

2.4. Ensure Accountability

Safeguarding responsibilities will be clearly understood at all levels of the organisation and subject to appropriate oversight and challenge.

2.5. Listen to Children

Children's wishes, views and lived experiences will be considered whenever safeguarding decisions are made.

2.6. Work Collaboratively

Schools will work constructively with families, agencies, regulators and safeguarding partners to protect children.

3. Scope

This policy applies to:

- all employees;
- volunteers;
- contractors;
- agency staff;
- supply staff;
- governors;
- consultants;
- visiting professionals;
- anyone working on behalf of a Charterhouse Family school.

The policy applies:

- on school premises;
- in boarding provision;
- during educational visits;
- during off-site activities;
- whilst travelling under school supervision;
- during online learning;
- in digital environments connected with school activities.

4. Definition of Safeguarding and Child Protection

For the purposes of the Charterhouse Family of Schools, safeguarding and promoting the welfare of children means:

Providing help and support to meet children's needs as soon as problems emerge; protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; taking action to enable all children to achieve the best possible outcomes. Safeguarding includes actions required to protect children both online and offline and both inside and outside the home.

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

Children includes everyone under the age of 18 years.

5. Safeguarding Expectations Across the Charterhouse Family

Every Charterhouse Family school must:

5.1. Leadership

- appoint an appropriately trained Designated Safeguarding Lead (DSL);
- appoint appropriately trained deputy safeguarding leads;
- ensure safeguarding is represented at senior leadership level;
- appoint a governor or local committee member with safeguarding oversight responsibilities.

5.2. Systems and Procedures

- maintain clear safeguarding reporting processes;
- provide accessible safeguarding guidance and support;
- maintain secure safeguarding records;
- establish procedures for allegations against adults;
- maintain procedures for managing low-level concerns;
- ensure safer recruitment procedures are implemented.

5.3. Training

- provide safeguarding training at induction;
- provide regular safeguarding updates;
- ensure role-specific safeguarding training is maintained;
- ensure leaders receive enhanced safeguarding training.

5.4. Curriculum

- educate children about personal safety;
- provide age-appropriate online safety education;
- teach age-appropriate relationships and sex education;
- develop children's ability to recognise risk and seek support.

6. Roles and Responsibilities

6.1. All Adults

Every adult working in a Charterhouse Family school has a responsibility to:

- safeguard children;
- be alert to signs and indicators of need;
- report concerns promptly;
- follow school policies and procedures;
- undertake safeguarding training;
- model safe and professional behaviour;
- contribute to a culture of safety and respect.
- Sign to say they have read and understood Part 1 of KCSIE annually. Those working directly with children will also read Annexe B.

Safeguarding responsibilities cannot be delegated.

6.2. Designated Safeguarding Lead

Every school must appoint a Designated Safeguarding Lead who:

- provides strategic leadership for safeguarding, ensuring cover arrangements are in place when the DSL is unavailable due to illness, leave, or other circumstances. This will include any Deputy DSLs accessing a shared mailbox e.g DSL@ to ensure safeguarding concerns are received, monitored and acted upon without delay;
- supports staff in managing concerns;
- oversees child protection practice;
- liaises with relevant safeguarding agencies and ensures their school's local procedures are followed;
- maintains safeguarding records and oversees their transfer in and out of the school according to statutory guidance;
- oversees safeguarding training;
- monitors safeguarding trends and risks;
- ensures safeguarding policies remain effective, including online safety and filtering and monitoring;
- ensures the School's Deputy Designated Safeguarding Lead(s) are trained to the same standard as the DSL and that the role is explicit in their job description.
- participates proactively in regular safeguarding supervision.

The DSL must be a member of the school's senior leadership team – for a detailed description of their role, see Annex C of KCSIE.

6.3. Head of School

The Head is responsible for ensuring that:

- safeguarding remains a strategic priority;
- appropriate safeguarding systems are in place;
- safeguarding concerns are acted upon;

- sufficient resources are allocated to safeguarding;
- staff receive appropriate safeguarding training;
- this policy and other safeguarding related policies and procedures are shared at induction, understood by staff, including temporary staff and volunteers, and are followed at all times;
- parents and carers are aware of this policy and where they can access it
- safeguarding arrangements are regularly reviewed and optimised.

6.4. Governors

Charterhouse have a Safeguarding Committee of their Governing Body which is Chaired by the Safeguarding Governor. Governors:

- oversee safeguarding arrangements;
- ensure legal compliance and compliance with statutory guidance;
- challenge and support school leaders;
- review safeguarding effectiveness;
- the DSL has the additional time, funding, training, resources and support to carry out their role effectively;
- an experienced governor takes leadership responsibility for safeguarding arrangements;
- receive safeguarding training appropriate to their role.

7. Child-Centred Practice

The Charterhouse Family believes effective safeguarding is rooted in understanding children's experiences.

Schools will:

- listen to children;
- create opportunities for children to share concerns;
- take disclosures seriously;
- avoid assumptions;
- consider the child's wishes and feelings;
- recognise barriers to communication;
- provide support appropriate to age and developmental stage.

All children should know:

- who they can speak to;
- how they can report concerns;
- how concerns will be taken seriously.

8. Early Help and Early Intervention

All Charterhouse Family schools recognise that effective safeguarding begins before statutory intervention becomes necessary.

Schools will:

- identify emerging concerns;

- provide pastoral support;
- engage with families, building trusting relationships;
- coordinate support where appropriate;

seek additional expertise where required.

Children should receive support at the earliest opportunity.

9. Information Sharing

Protecting children depends upon effective information sharing.

Schools will:

- share information when necessary to protect children;
- maintain confidentiality appropriately;
- comply with relevant data protection legislation;
- ensure information is shared securely;
- ensure information is shared in a timely manner.

Fears about sharing information should never prevent action being taken to protect a child.

10. Equality, Diversity and Inclusion

Charterhouse Family schools are committed to safeguarding all children equally.

Schools will recognise that some children may face additional vulnerabilities due to:

- disability;
- special educational needs;
- medical conditions;
- experiences of trauma;
- family circumstances;
- discrimination;
- cultural factors;
- identity-related vulnerabilities.

Schools must ensure safeguarding arrangements are inclusive and accessible to all children.

11. Online Safety

The Charterhouse Family recognises that online safety is an integral part of safeguarding.

Schools will adopt a whole-school approach to online safety that includes:

- education;
- supervision;
- filtering;
- monitoring;

- risk management;
- staff training;
- parental engagement.

Online safeguarding arrangements must address:

Content Risks

Exposure to harmful or inappropriate material.

Contact Risks

Harmful interactions with adults, peers or technology.

Conduct Risks

Behaviours that cause harm to self or others.

Commerce Risks

Financial exploitation, scams and related harms.

12. Artificial Intelligence and Emerging Technologies

Schools will remain alert to safeguarding risks associated with emerging technologies, including:

- generative artificial intelligence;
- deepfake technology;
- voice cloning;
- digital impersonation;
- AI-generated sexual imagery;
- online manipulation;
- misinformation and disinformation.

Safeguarding education and risk management strategies should be regularly reviewed to address technological change.

13. Child-on-Child Abuse

The Charterhouse Family recognises that children can abuse other children.

Child-on-child abuse may include:

- bullying;
- physical abuse;
- emotional abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;

- online abuse;
- discrimination;
- coercive behaviour;
- exploitation;
- abuse facilitated through technology.

Child-on-child abuse is never acceptable and will never be dismissed as:

"banter", "part of growing up", or "boys being boys".

All concerns will be taken seriously and addressed proportionately.

14. Safeguarding Culture

Every Charterhouse Family school must actively promote a culture where:

- safeguarding is visible;
- concerns can be raised confidently;
- professional challenge is welcomed;
- children feel safe;
- adults take responsibility;
- Learning lessons through reflection is continuous;
- wellbeing is valued.

Safeguarding is not a discrete activity. It is a fundamental responsibility that underpins every aspect of school life.

15. Charterhouse Family Safeguarding Standard

All Charterhouse Family schools shall operate in accordance with:

- statutory guidance and legislation in their country;
- their local safeguarding procedures;
- Charterhouse Family safeguarding expectations;
- any additional safeguarding standards adopted by the Charterhouse Family.

Where local requirements provide a lower level of protection than the Charterhouse Family safeguarding expectations, schools should seek to apply the higher standard wherever legally permissible.

This commitment reflects the Charterhouse Family's belief that safeguarding excellence should be consistent across all schools, irrespective of geography, jurisdiction or educational phase.

PART 2: GOVERNANCE AND ACCOUNTABILITY

16. Safeguarding Governance

The Charterhouse Family of Schools believes that effective safeguarding requires clear leadership, robust governance, transparency, accountability and a culture of continuous vigilance.

Safeguarding is a strategic priority and is integral to the operation, decision-making and culture of every Charterhouse Family school. All leaders, governors and staff are responsible for ensuring that children are protected from harm and that safeguarding arrangements are effective, proportionate and responsive to local needs.

All schools within the Charterhouse Family shall maintain governance arrangements which ensure that safeguarding is appropriately resourced, regularly reviewed and subject to effective oversight and challenge.

16.1. School Responsibilities

Each Charterhouse Family school shall:

- establish and maintain a culture in which safeguarding is everyone's responsibility;
- ensure the welfare of children is central to all decision-making;
- comply with applicable safeguarding legislation, regulations and statutory guidance within the jurisdiction in which it operates;
- implement and regularly review safeguarding policies, procedures and practices;
- maintain clear reporting mechanisms for safeguarding concerns;
- ensure that children know how to seek help, report concerns and access support;
- ensure that safeguarding arrangements are accessible and inclusive for all children;
- provide appropriate safeguarding training for staff, volunteers, governors and contractors;
- maintain secure safeguarding records and information-sharing systems;
- ensure appropriate safer recruitment procedures are implemented;
- maintain effective arrangements for responding to allegations against adults;
- ensure appropriate online safety, filtering and monitoring arrangements are in place;
- identify and respond to local safeguarding risks and contextual safeguarding concerns;
- contribute to safeguarding audits, reviews and quality assurance processes;
- support a culture of professional curiosity, challenge and continuous improvement.

Safeguarding considerations shall be embedded throughout all aspects of school life, including educational provision, pastoral care, boarding provision, educational visits, extra-curricular activities and digital environments.

16.2. Head of School Responsibilities

The Head of School has overall responsibility for safeguarding within their school and is accountable for ensuring the effective implementation of safeguarding arrangements.

The Head of School shall:

- promote a strong safeguarding culture throughout the school community;
- ensure that safeguarding remains a strategic leadership priority;
- support and challenge safeguarding practice across the school;
- ensure that appropriate policies, procedures and systems are implemented and reviewed;
- ensure that safeguarding concerns are appropriately identified, managed and escalated;
- ensure that sufficient resources, staffing and training are allocated to safeguarding;
- appoint an appropriately trained Designated Safeguarding Lead (DSL) and Deputy DSLs;
- ensure that the DSL is afforded sufficient time, authority, support and resources to discharge their responsibilities effectively;

- ensure that safeguarding information is regularly reported to governors, trustees or proprietors;
- oversee arrangements for managing allegations against staff and low-level concerns;
- ensure that safeguarding issues are appropriately reflected within school improvement planning and risk management processes;
- support staff wellbeing in relation to safeguarding responsibilities;
- notify governance bodies and Charterhouse Family safeguarding leadership of serious safeguarding incidents in accordance with approved reporting procedures.

The Head of School may delegate operational safeguarding responsibilities but retains overall accountability for safeguarding arrangements within the school.

16.3. Designated Safeguarding Lead (DSL) Responsibilities

Every Charterhouse Family school shall appoint a suitably trained Designated Safeguarding Lead who is a member of the senior leadership team.

The DSL shall be the lead professional responsible for safeguarding and child protection within the school.

The DSL's responsibilities include:

Strategic Leadership

- leading and promoting safeguarding practice across the school;
- ensuring safeguarding remains child-centred;
- maintaining oversight of safeguarding systems and procedures;
- advising senior leaders, governors and staff on safeguarding matters;
- supporting the development of safeguarding culture throughout the school.

Managing Safeguarding Concerns

- receiving and assessing safeguarding concerns;
- making decisions regarding thresholds and appropriate interventions;
- overseeing referrals to external agencies and safeguarding authorities;
- coordinating responses to child protection concerns;
- ensuring appropriate support is provided to children who may be at risk.

Record Keeping

- ensuring safeguarding records are accurate, secure and up to date;
- maintaining oversight of safeguarding files and case management systems;
- ensuring information is transferred appropriately when children move schools.

Advice, Support and Training

- acting as a source of safeguarding expertise for staff;
- ensuring safeguarding training and updates are delivered appropriately;
- promoting professional curiosity and reflective safeguarding practice;
- ensuring safeguarding learning from incidents, reviews and audits informs ongoing development.

Multi-Agency Working

- acting as the primary safeguarding contact for external agencies;
- participating in child protection meetings, strategy meetings and case reviews;
- supporting effective information sharing;
- coordinating safeguarding responses involving multiple agencies.

Safeguarding Oversight

- monitoring safeguarding trends and emerging risks;
- reviewing the effectiveness of safeguarding arrangements;
- reporting safeguarding information to senior leaders and governors;
- contributing to group safeguarding assurance processes.

Schools shall maintain clear arrangements to ensure DSL cover is available whenever the DSL is absent.

16.4. Governors

Governors have a critical role in ensuring effective safeguarding governance and accountability.

Those with governance responsibility shall:

- ensure that safeguarding arrangements comply with legal and regulatory requirements;
- ensure that safeguarding remains a standing governance priority;
- provide strategic oversight and challenge regarding safeguarding effectiveness;
- receive regular safeguarding reports and assurance information;
- monitor safeguarding performance and compliance;
- ensure that safeguarding risks are identified and appropriately managed;
- oversee the implementation of safer recruitment procedures;
- ensure that sufficient safeguarding resources are available;
- receive safeguarding training appropriate to their role;
- support a culture of transparency, accountability and continuous improvement.

The Charterhouse Family shall maintain a group safeguarding governance structure that provides oversight, scrutiny, challenge and assurance across all schools within the Family.

Group safeguarding governance shall normally include:

- a Group Director of Safeguarding;
- a Group Lead Safeguarding Governor;
- local Designated Safeguarding Leads;
- a Safeguarding Committee;
- local school committees with a named Safeguarding Committee Member.

The Group Lead Safeguarding Governor shall:

- meet regularly with the Group Director of Safeguarding/Charterhouse DSL;
- review safeguarding data and trends across the Group;
- monitor implementation of safeguarding policies across the Group;

- monitor safeguarding audits and reviews across the Group;
- report safeguarding matters to the full governing body.

The Group Director of Safeguarding shall:

- provide strategic safeguarding leadership across the Charterhouse Family;
- support safeguarding quality assurance;
- advise Heads, DSLs and Governors;
- monitor safeguarding standards across schools;
- oversee serious incident reporting;
- coordinate group safeguarding reviews;
- identify trends and emerging safeguarding risks;
- support safeguarding training and professional development.

Governors must ensure that appropriate challenge is provided while maintaining clear separation from the operational management of individual safeguarding cases.

Safeguarding reporting throughout the Charterhouse Family shall operate on a "no surprises" principle. Significant safeguarding concerns, emerging risks and serious incidents should be escalated at the earliest reasonable opportunity rather than awaiting scheduled reporting cycles.

16.5. Charterhouse Family Governance

The Charterhouse Family of Schools is committed to maintaining consistent safeguarding expectations across all schools, regardless of jurisdiction, educational phase or operating model.

While recognising that local legal and regulatory frameworks differ, all schools are expected to uphold the Charterhouse Family's safeguarding values, standards and expectations.

To support this aim, each school must appoint a named local committee member with responsibility for safeguarding.

16.5.1. Group Safeguarding Standards

The Charterhouse Family Safeguarding Standards establish the minimum expectations for safeguarding practice across all schools.

These standards promote:

- a consistent child-centred safeguarding culture;
- high-quality safeguarding leadership;
- robust safeguarding systems and procedures;
- effective safeguarding training;
- safe recruitment and workforce practices;
- effective record keeping and information sharing;
- continuous improvement and accountability.

Where local requirements are less stringent than Charterhouse Family expectations, schools should seek to apply the higher safeguarding standard wherever legally permissible.

16.5.2. Group Safeguarding Assurance Framework

The Charterhouse Family maintains a safeguarding assurance framework designed to support governance, quality assurance and continuous improvement.

This framework includes tailored support from the Group Director of Safeguarding with:

- annual safeguarding self-evaluation audit;
- safeguarding action planning;
- safeguarding performance monitoring;
- review of safeguarding training compliance;
- review of safeguarding incidents and trends;
- pupil voice and wellbeing measures;
- governor safeguarding oversight;
- external validation and benchmarking;
- regular Group Safeguarding Team meetings;
- participation in termly DSL network meetings and conferences.

Schools shall participate in safeguarding assurance processes as directed by the Charterhouse Family.

16.5.3. Audit Expectations

All schools shall participate in an annual safeguarding audit and self-evaluation process.

- Findings shall be reviewed at local and group governance levels and shall be used to identify:
- strengths;
- areas for development;
- emerging safeguarding trends;
- policy compliance issues;
- training needs;
- lessons learned from safeguarding incidents.

Audit findings shall be used to drive continuous improvement and strengthen safeguarding practice.

Where audits identify areas for development, schools shall develop and implement action plans within agreed timescales.

Formal Assurance Reporting

Each school shall provide safeguarding reports to the Safeguarding Committee at least termly.

Reports should include:

- safeguarding activity;
- safeguarding trends;
- referrals and outcomes;
- training compliance;
- low-level concerns data;
- emerging risks;
- policy implementation;

- lessons learned.

16.5.4. Serious Incident Reporting

Schools must notify the Group Director of Safeguarding without delay of serious safeguarding incidents. They must also follow all statutory and local guidance and legislation in these events.

Examples may include:

- child death;
- serious harm;
- allegations involving Heads or senior leaders;
- significant police involvement;
- serious child-on-child abuse;
- significant whistleblowing concerns;
- serious safeguarding failures;
- incidents requiring notification to regulators;
- incidents presenting substantial reputational risk.

Schools shall maintain clear procedures for managing and escalating serious safeguarding incidents, including communication requirements and governance oversight.

16.5.5. Escalation Pathways

The Charterhouse Family expects safeguarding concerns to be escalated within the group and in accordance with their local arrangements whenever there is reasonable concern that:

- a child remains at risk;
- appropriate action has not been taken;
- safeguarding procedures have not been followed;
- professional disagreement may compromise a child's safety;
- organisational barriers are preventing effective safeguarding action.

Schools shall maintain clear escalation pathways which enable staff to:

- challenge decisions respectfully and professionally;
- seek further advice and support;
- escalate concerns to senior leaders;
- escalate matters to safeguarding governors where appropriate;
- access Charterhouse Family safeguarding support and oversight;
- raise concerns through whistleblowing arrangements when necessary.

The Charterhouse Family promotes a culture in which professional challenge and reflection is welcomed, supported and recognised as an important safeguarding responsibility. Safeguarding decisions should always be capable of review, scrutiny and escalation where concerns remain unresolved.

Report	Audience	Frequency
Serious Incident Notification	Group Director of Safeguarding	Within 24 hours
School Safeguarding Report	Safeguarding Committee	Termly

Group Safeguarding Report	Governing Body	Termly
Safeguarding Audit	Safeguarding Committee	Annual

PART 3: SAFEGUARDING PROCEDURES

17. Responding to Concerns

The Charterhouse Family of Schools recognises that safeguarding concerns can arise at any time and in a wide variety of circumstances. Every adult working in a Charterhouse Family school has a responsibility to act promptly, professionally and in the best interests of the child.

No member of staff should assume that somebody else will take responsibility for a safeguarding concern. Where there is concern about a child's welfare, appropriate action must be taken without delay.

All safeguarding concerns, regardless of perceived severity, must be reported in accordance with the school's safeguarding procedures.

When responding to concerns, staff should:

- remain calm and act professionally;
- maintain a child-centred approach;
- listen carefully and take concerns seriously;
- avoid making assumptions;
- avoid investigating incidents themselves;
- record concerns accurately and promptly;
- seek support from the Designated Safeguarding Lead (DSL) or Deputy DSL;
- prioritise the safety and wellbeing of the child.

17.1. Immediate Risk

A child is considered to be at immediate risk where there is reasonable cause to believe they are suffering, or are likely to suffer, significant harm or where there is an immediate threat to their safety or wellbeing.

Examples may include:

- serious physical injury;
- sexual assault;
- credible threat of violence;
- serious child-on-child abuse;
- immediate risk of self-harm or suicide;
- missing children believed to be at risk;
- concerns involving serious criminal activity;
- circumstances requiring urgent medical intervention.

Where a child is believed to be at immediate risk:

1. Immediate action must be taken to secure the child's safety.
2. Emergency services must be contacted where necessary.
3. The Designated Safeguarding Lead must be informed as soon as possible.

4. Appropriate external safeguarding agencies must be contacted where required.
5. A safeguarding record must be completed as soon as practicable.

The absence of the DSL must never prevent action being taken to protect a child. During the school holidays, the Charterhouse Family of Schools expects each school to make manageable arrangements to ensure adequate coverage. At Amesbury we have 10 names DDSLs for are able to provide cover if the DSL is absent.

During school holidays, the safeguarding team monitors safeguarding@amesburyschool.co.uk daily. The mailbox is monitored by Michael Armitage, Nick Randall and Michelle Thurley. If a child is in immediate danger, call 999. For other serious or urgent safeguarding concerns, contact Surrey Children's Services on 0300 470 9100, or the Emergency Duty Team on 01483 517 898 outside normal office hours, rather than waiting for a reply to the safeguarding mailbox.

Children and young people can contact Childline free and confidentially on 0800 1111.

Parents and carers can contact the NSPCC helpline on 0808 800 5000.

If a child or young person is struggling with their mental health, they can text YM to 85258 for free, 24/7 crisis support. Parents wanting advice can also contact the YoungMinds Parents Helpline on 0808 802 5544.

17.2. Non-Immediate Risk

Many safeguarding concerns develop gradually and may not initially appear urgent. Early identification and intervention are essential to preventing issues from escalating.

Examples may include:

- changes in behaviour or presentation;
- attendance concerns;
- welfare concerns;
- emerging mental health concerns;
- inappropriate peer relationships;
- neglect indicators;
- online safety concerns;
- concerns raised by a parent, pupil or third party.

Staff should promptly report all concerns to the DSL or Deputy DSL, regardless of whether the concern appears minor in isolation.

Professionally curious practice should be applied where patterns, repeated concerns or cumulative indicators emerge over time.

Schools should maintain an approach whereby staff feel confident to report concerns without requiring certainty or evidence that abuse has occurred.

17.3. Disclosures

The Charterhouse Family recognises that disclosure can be a difficult and emotionally significant experience for children.

Children may:

- not recognise that they are experiencing abuse or harm;
- be fearful of consequences;
- feel loyalty towards those causing harm;
- worry about not being believed;
- disclose gradually over time;
- communicate concerns through behaviour rather than words.

When a child makes a disclosure, staff should:

- listen carefully;
- remain calm;
- take the child seriously;
- reassure the child that they have done the right thing in speaking out;
- avoid expressing shock or disbelief;
- avoid making promises of confidentiality;
- explain that information may need to be shared with people who can help keep them safe;
- use open questions only where clarification is necessary;
- avoid leading questions;
- avoid investigating the matter themselves.

Staff must always remember that their role is to receive information, not investigate.

Following a disclosure, the concern must be reported immediately to the DSL and accurately recorded.

17.4. Recording Concerns

Accurate and timely recording is a vital safeguarding responsibility.

All safeguarding concerns, disclosures, incidents or allegations must be recorded as soon as possible following the event.

Records should:

- be factual;
- be clear and objective;
- distinguish between fact, opinion and professional judgement;
- record dates, times and locations where known;
- identify those present;
- record actions taken;
- record decisions made and the reasons for those decisions.

Where a child has spoken directly to a member of staff, the child's words should be recorded as accurately as possible.

Records must never:

- include speculative comments;
- include personal assumptions;

- contain discriminatory or judgmental language;
- be altered retrospectively.

Schools shall maintain safeguarding records securely and separately from educational records where appropriate.

17.5. Information Sharing

Effective safeguarding depends upon the timely and appropriate sharing of information.

The Charterhouse Family recognises that sharing information appropriately can be critical to protecting children from harm.

Information should be shared:

- where there are concerns regarding a child's welfare or safety;
- to support safeguarding decision-making;
- where required by law;
- where necessary to support multi-agency safeguarding arrangements.

All information sharing should be:

- proportionate;
- relevant;
- necessary;
- accurate;
- timely;
- secure.

Concerns about information sharing must never prevent action being taken to protect a child.

Each school shall comply with applicable data protection legislation and local safeguarding requirements when sharing information.

17.6. Confidentiality

Safeguarding information is confidential and must be handled with appropriate care.

Information relating to safeguarding matters should only be shared on a need-to-know basis with individuals who require the information in order to protect or support a child.

Staff must understand that:

- safeguarding concerns cannot be kept secret;
- children should never be promised complete confidentiality;
- confidentiality must not prevent information being shared when safeguarding concerns exist;
- sensitive information must be stored securely.

Wherever possible, schools should be transparent with children and families about how safeguarding information will be used and shared unless doing so would place a child at increased risk of harm.

17.7. Escalation and Professional Challenge

The Charterhouse Family promotes a culture in which professional challenge is viewed as an important safeguarding responsibility.

Where staff believe that:

- appropriate action has not been taken;
- a child remains at risk;
- safeguarding concerns have not been properly considered;
- decisions may place a child at risk;

they are expected to raise and escalate those concerns.

Professional challenge should be:

- respectful;
- evidence-informed;
- focused on the welfare of the child.

Escalation routes should include:

1. Designated Safeguarding Lead.
2. Head of School.
3. Group Director of Safeguarding.
4. Safeguarding Governor.
5. Chair of Governors.
6. Whistleblowing procedures.
7. External safeguarding authorities where appropriate.

The welfare of the child must remain the primary consideration throughout any escalation process.

18. Early Help and Intervention

The Charterhouse Family recognises that safeguarding is most effective when children and families receive support at the earliest possible stage.

Early identification of emerging difficulties can prevent problems becoming more serious and reduce the likelihood of statutory intervention becoming necessary.

All staff have a role in identifying children who may benefit from additional support.

18.1 Early Identification

Schools should be alert to indicators that a child or family may require additional support.

Indicators may include:

- changes in attendance;
- changes in behaviour;

- emotional distress;
- family difficulties;
- persistent health concerns;
- caring responsibilities;
- friendship and relationship difficulties;
- online safety concerns;
- emerging exploitation risks;
- housing or financial difficulties;
- repeated low-level safeguarding concerns.

Schools should consider both individual incidents and cumulative patterns of concern.

Professional curiosity should be applied where concerns persist or where information suggests unmet need.

18.2. Early Help Processes

Where a child is identified as potentially benefiting from additional support, the school should consider whether an Early Help response is appropriate.

Early Help may include:

- pastoral interventions;
- attendance support;
- wellbeing support;
- counselling;
- mentoring;
- educational support;
- family support;
- coordinated multi-agency intervention.

The DSL should oversee Early Help arrangements.

Early Help plans should:

- be child-centred;
- identify strengths and needs;
- include clear outcomes;
- identify responsibilities;
- be regularly reviewed.

Where concerns escalate or outcomes are not achieved, consideration should be given to referral to statutory safeguarding services.

18.3. Multi-Agency Working

Safeguarding is most effective when agencies work together and share information appropriately.

The Charterhouse Family expects schools to engage positively with relevant agencies and professionals involved in protecting and supporting children.

The DSL will help decide whether a referral to Children's Services is appropriate and will make the referral. However, anyone, including children, can make a referral. When referrals are not made by the DSL, the DSL should be informed as soon as possible. The DSL should try to discuss any concerns about a child's welfare with their parent/carer and where possible try to obtain their consent unless this action would increase the risk to the child, sexual/organised abuse is suspected, fabrication of illness is suspected or it could impede a Police or Social Work investigation. Where there are doubts, the DSL should seek advice from Children's Services.

If a child has experienced FGM (Female Genital Mutilation), staff should speak to the DSL. If a teacher suspects FGM has been carried out or that a child is at risk, they must report directly to the police. The DSL will support them with this.

Multi-agency partners may include:

- children's social care services;
- safeguarding partnerships;
- law enforcement agencies;
- health services;
- mental health services;
- educational professionals;
- regulatory authorities;
- international safeguarding agencies where relevant.

Schools should:

- contribute relevant information promptly,;
- attend safeguarding meetings where required;
- support safeguarding assessments;
- implement agreed safeguarding plans;
- advocate for the needs and welfare of children;
- challenge decisions professionally where concerns remain.

For international schools, multi-agency working may also involve overseas agencies, embassies, consular representatives, guardianship organisations and international child protection services, subject to local legal requirements.

The Charterhouse Family believes that effective collaboration, timely information sharing and coordinated intervention are fundamental to achieving the best possible outcomes for children.

Each child has a safeguarding file where all safeguarding concerns and referrals are stored. The designated safeguarding lead is responsible for keeping written records of all concerns, discussions and decisions, including the rationale for those decisions. Records reflect the reason why referrals are or are not made to another agency, such as children's services or the Prevent program. Safeguarding files will be stored securely, and access will be limited to those who need it.

When a child leaves the school the DSL will make sure that their safeguarding file is transferred to the new education school or college within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main file, and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the child transferring particularly where the information would support an assessment of risk to others in the school as well as

the individual pupil, so support can be put in place ready for when the child starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

If the school is the last school that the child attends, their safeguarding file will be securely stored by the school until their 25th birthday is reached, when it will be securely disposed of.

PART 4: SPECIFIC SAFEGUARDING RISKS

19. Abuse and Neglect

The Charterhouse Family of Schools recognises that abuse, neglect and exploitation can occur in any family, community, culture, educational setting or country. Abuse may be perpetrated by adults or by other children and may occur in person, online or through a combination of both.

All staff should be aware that abuse, neglect and exploitation are rarely isolated events. Children who experience one form of abuse may be exposed to multiple forms of harm. Safeguarding concerns should therefore be considered holistically and within the context of the child's overall lived experience.

Staff should be alert to indicators of harm, maintain professional curiosity and report concerns promptly in accordance with school safeguarding procedures.

A child may disclose abuse directly, indirectly, through behaviour, through changes in presentation or through information shared by a third party. Staff should never assume that someone else will take action or that a concern is not sufficiently serious to report.

The absence of visible signs of abuse should never be regarded as evidence that abuse is not occurring.

19.1. Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical abuse may also occur when a parent, carer or other individual deliberately fabricates, exaggerates or induces illness in a child.

Physical abuse can occur:

- within the family;
- within institutions;
- within peer relationships;
- within organised groups;
- online where technology facilitates abuse or coercion.

Possible Indicators of Physical Abuse

Indicators may include:

- unexplained injuries;
- injuries inconsistent with the explanation provided;
- repeated injuries;

- bruising in unusual locations;
- burns or scalds;
- bite marks;
- untreated injuries;
- reluctance to change clothes or participate in physical activities;
- flinching or fear of physical contact;
- aggressive or withdrawn behaviour;
- frequent absences following injuries.

These indicators do not necessarily mean that abuse has occurred; however, they should prompt professional curiosity and appropriate safeguarding consideration.

Where physical injuries are observed, they should be recorded accurately and reported immediately in accordance with safeguarding procedures.

19.2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on their emotional development, wellbeing or self-esteem.

Emotional abuse may involve:

- conveying to a child that they are worthless, unloved or inadequate;
- placing inappropriate expectations upon a child;
- humiliating, ridiculing or belittling a child;
- exposing a child to persistent criticism;
- frightening, threatening or intimidating a child;
- coercive or controlling behaviour;
- exposing a child to domestic abuse;
- preventing a child from expressing views or feelings;
- isolating a child from social opportunities;
- severe bullying, including cyberbullying;
- exploitation or corruption.

Some level of emotional abuse is present in many forms of abuse, although it may also occur independently.

Possible Indicators of Emotional Abuse

Indicators may include:

- low self-esteem;
- anxiety or excessive worry;
- social withdrawal;
- depression or persistent sadness;
- self-harm;
- sudden changes in behaviour;
- emotional volatility;
- excessive compliance or people-pleasing;

- difficulties forming relationships;
- developmental delay;
- poor concentration or educational disengagement;
- fear of making mistakes;
- extreme reactions to criticism.

Staff should recognise that emotional abuse may be more difficult to identify than other forms of abuse and often develops gradually over time.

19.3. Sexual Abuse

Sexual abuse involves forcing, coercing, manipulating or enticing a child or young person to take part in sexual activities, whether or not the child understands or recognises what is happening.

Sexual abuse may involve physical contact, including:

- rape;
- assault by penetration;
- sexual assault;
- inappropriate touching;
- masturbation;
- kissing;
- rubbing;
- other forms of sexual contact.

Sexual abuse may also involve non-contact activities, including:

- exposing children to sexual activity;
- involving children in the production of sexual images;
- encouraging or coercing children into sharing intimate images;
- grooming;
- sexualised communication;
- exploitation through digital technologies;
- sextortion;
- causing children to witness sexual acts;
- exposing children to pornography or other harmful sexual content.

Sexual abuse can occur:

- within families;
- within trusted relationships;
- within institutions;
- online;
- through peer relationships;
- through criminal or organised exploitation.

The Charterhouse Family recognises that sexual abuse can be perpetrated by adults, children or groups of individuals and that both boys and girls may experience abuse.

Possible Indicators of Sexual Abuse

Indicators may include:

- age-inappropriate sexual knowledge;
- sexualised behaviour;
- sudden changes in behaviour;
- anxiety or depression;
- withdrawal from friends and activities;
- fear of particular individuals;
- self-harm;
- eating difficulties;
- substance misuse;
- decline in academic engagement;
- unexplained gifts or money;
- excessive secrecy regarding online activity;
- pregnancy;
- sexually transmitted infections.

Many children who experience sexual abuse may show no obvious signs. Staff should therefore remain alert to behavioural, emotional and contextual indicators.

All allegations, disclosures or concerns relating to sexual abuse must be treated seriously and reported immediately to the DSL.

19.4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in significant impairment of the child's health, development or wellbeing.

Neglect may occur before birth, for example due to parental substance misuse during pregnancy, and may continue throughout childhood and adolescence.

Neglect may involve a failure to:

- provide adequate food, clothing or shelter;
- protect a child from physical or emotional harm;
- ensure appropriate supervision;
- provide access to healthcare or treatment;
- support educational attendance and engagement;
- meet emotional needs;
- provide appropriate care for children with disabilities or medical needs.

Neglect may be obvious and chronic, or it may present in more subtle ways. It can occur in households regardless of background, income, status or culture.

Possible Indicators of Neglect

Indicators may include:

- persistent hunger;
- poor hygiene;

- inadequate clothing;
- untreated medical conditions;
- repeated absence from school;
- poor punctuality;
- frequent tiredness;
- lack of supervision;
- developmental delay;
- poor emotional wellbeing;
- repeated exposure to unsafe situations;
- persistent unmet medical needs;
- failure to provide essential medication;
- lack of parental engagement with support services.

The Charterhouse Family recognises that neglect is often cumulative and may become normalised within families and communities. Staff should therefore be alert to patterns of concern over time rather than relying solely on individual incidents.

Where neglect is suspected, schools should consider the child's overall lived experience and whether early intervention, multi-agency support or referral to statutory services is required.

Recognising Abuse and Neglect

No single indicator should be viewed in isolation. Effective safeguarding requires staff to:

- remain professionally curious;
- consider patterns over time;
- listen to children carefully;
- record concerns promptly;
- seek advice when unsure;
- share concerns with the DSL without delay.

All Charterhouse Family schools will maintain a safeguarding culture in which concerns are identified early, acted upon promptly and managed in a manner that places the welfare of the child at the centre of all decision-making.

20. Child-on-Child Abuse

The Charterhouse Family of Schools recognises that children can abuse other children. This behaviour is often referred to as **child-on-child abuse** and can occur inside and outside school, face-to-face or online.

Child-on-child abuse is a safeguarding issue and should never be dismissed as:

- "banter";
- "having a laugh";
- "part of growing up";
- "just a friendship issue";
- "boys being boys";
- "girls being girls";
- a normal aspect of adolescence.

The Charterhouse Family adopts a **zero-tolerance approach** to child-on-child abuse and is committed to creating an environment in which children feel safe to report concerns and confident that appropriate action will be taken.

All reports of child-on-child abuse will be:

- taken seriously;
- treated sensitively;
- recorded appropriately;
- investigated proportionately;
- responded to in a timely manner;
- managed in a way that protects all children involved.

The School recognises that child-on-child abuse can have a significant impact on wellbeing, safety, attendance, emotional health and educational outcomes.

The School further recognises that children displaying harmful behaviours may themselves have experienced abuse, trauma, neglect or exploitation and may require safeguarding support alongside appropriate intervention.

Responses will be guided by:

- the wishes and feelings of those involved;
- the age and developmental stage of the children concerned;
- the nature and seriousness of the behaviour;
- contextual safeguarding risks;
- local safeguarding procedures;
- relevant legal and regulatory requirements.

20.1. Bullying

Bullying is behaviour that is intended to hurt, intimidate, humiliate or control another person and is typically repeated over time, although a single serious incident may also constitute bullying and involving a power imbalance.

Bullying may be:

- physical;
- verbal;
- emotional;
- relational;
- racist;
- faith-based;
- homophobic;
- biphobic;
- transphobic;
- disability-related;
- online or cyberbullying.

Examples may include:

- name-calling;
- threats;
- humiliation;
- exclusion;
- spreading rumours;
- intimidation;
- social manipulation;
- online harassment;
- sharing images without consent.

The School recognises that bullying can cause significant emotional harm and may in some circumstances constitute child-on-child abuse.

All reports of bullying will be investigated and addressed in accordance with the School's Promotion of Good Behaviour and Anti-Bullying Policy and Safeguarding Procedures.

The School actively promotes:

- kindness;
- respect;
- inclusion;
- empathy;
- positive relationships;
- responsible digital citizenship.

20.2. Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature which violates a child's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Sexual harassment can occur:

- between children of any age;
- between children of any sex;
- online or offline;
- individually or in groups.

Sexual harassment may include:

- sexual comments;
- sexual jokes;
- sexual taunting;
- unwanted sexualised language;
- inappropriate discussions of sexual activity;
- online sexual harassment;
- sexualised rumours;
- unwanted attention;
- displaying or sharing sexual images;
- objectification of others.

The School recognises that sexual harassment can become normalised if not challenged and can contribute to unsafe cultures.

All staff are expected to challenge inappropriate behaviour and language whenever it occurs.

The School will not dismiss sexual harassment as harmless, immature or developmentally inevitable behaviour.

20.3. Sexual Violence

Sexual violence refers to sexual offences committed by one child against another.

Sexual violence can occur both inside and outside school, including online.

Examples include:

- rape;
- assault by penetration;
- sexual assault;
- causing someone to engage in sexual activity without consent;
- coercive sexual acts;
- attempts to commit sexual offences.

The School recognises that:

- sexual violence is never acceptable;
- consent must be freely given and can be withdrawn at any time;
- children who experience sexual violence require appropriate support;
- allegations of sexual violence require careful and proportionate safeguarding responses.

Where sexual violence is alleged or disclosed:

- the safety of those affected will be prioritised;
- the matter will be referred immediately to the DSL;
- advice will be sought from relevant safeguarding agencies where appropriate;
- risk assessments will be undertaken;
- support plans will be implemented for all children involved.

The School will work closely with external safeguarding agencies and law enforcement agencies whenever necessary.

20.4. Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a continuum.

Most sexual behaviour displayed by children is normal and developmentally expected. However, some behaviour may be inappropriate, problematic, abusive or violent.

Harmful Sexual Behaviour (HSB) refers to sexual behaviours that:

- are developmentally inappropriate;
- may cause harm to others;
- involve coercion, intimidation or force;
- involve significant power imbalances;
- indicate safeguarding concerns.

HSB may occur:

- in person;
- online;
- through social media;
- through the sharing of images or videos;
- through AI-generated content.

The School will always treat HSB as a safeguarding matter and will seek to understand:

- the context of the behaviour;
- the needs of the child who has experienced the behaviour;
- the needs of the child displaying the behaviour;
- any wider safeguarding risks.

The School recognises that early identification and intervention can prevent inappropriate behaviour escalating into more serious abuse.

Appropriate assessments, support plans and multi-agency interventions will be implemented where required.

20.5. Hazing and Initiation

The Charterhouse Family recognises that initiation practices, hazing rituals and coercive group behaviours can present serious safeguarding risks.

Hazing refers to activities expected of an individual seeking acceptance into a group which:

- humiliate;
- degrade;
- intimidate;
- endanger;
- coerce;
- exploit.

Hazing can occur in:

- friendship groups;
- sports teams;
- boarding environments;
- clubs and societies;
- online communities.

Examples may include:

- forced participation in humiliating activities;
- public embarrassment;
- coercive behaviour;
- unwanted physical contact;
- sexualised initiation practices;
- dangerous dares or challenges;
- alcohol or substance-related activities;
- online humiliation or exploitation.

The Charterhouse Family does not permit hazing or initiation practices of any kind.

Any concerns relating to hazing will be treated as potential safeguarding concerns and investigated appropriately.

20.6. *Misogyny and Misandry*

The Charterhouse Family recognises that prejudice and discrimination based on sex or gender can contribute to safeguarding risks and may underpin other forms of child-on-child abuse.

Misogyny refers to prejudice, hostility or discrimination directed towards girls or women.

Misandry refers to prejudice, hostility or discrimination directed towards boys or men.

Such behaviours may include:

- derogatory language;
- sexist comments;
- humiliation;
- stereotyping;
- harassment;
- intimidation;
- online abuse;
- exclusion;
- objectification.

The School recognises that misogynistic attitudes and behaviours can contribute to:

- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- coercive relationships;
- exploitation.

All staff are expected to:

- challenge discriminatory language and behaviour;
- model respectful relationships;
- support equality and inclusion;
- promote mutual respect;

- educate pupils about healthy relationships and consent.

The School seeks to foster a culture in which all members of the community are treated with dignity and respect, and where prejudice-based behaviours are identified and addressed promptly.

Responding to Child-on-Child Abuse

Where child-on-child abuse is identified or alleged, the School will:

- take all reports seriously;
- ensure the immediate safety of those involved;
- inform the DSL without delay;
- record concerns appropriately;
- consult with safeguarding agencies where required;
- undertake risk assessments where appropriate;
- provide support for all children involved;
- implement measures to prevent recurrence;
- review lessons learned and take action to strengthen safeguarding arrangements.

The Charterhouse Family recognises that effective prevention, education and early intervention are essential in reducing the risk of child-on-child abuse and in promoting a culture of respect, responsibility and safety across all schools.

21. Online Safety

21.1. The 4C's Framework

The Charterhouse Family adopts the **4Cs framework** to categorise online risks.

21.1.1. Content

Content risks arise when children are exposed to harmful, inappropriate, illegal or age-inappropriate material online.

Examples may include:

- pornography;
- violent content;
- extremist content;
- self-harm content;
- suicide-related content;
- eating disorder content;
- racist or discriminatory material;
- misogynistic or hateful content;
- misinformation and disinformation;
- conspiracy theories;
- harmful online challenges;
- AI-generated harmful material.

Staff should recognise that exposure to inappropriate content may occur intentionally or accidentally and that children may be reluctant to disclose what they have seen online.

21.1.2. Contact

Contact risks occur when children experience harmful interaction with other individuals or systems online.

Examples may include:

- online grooming;
- sexual exploitation;
- child criminal exploitation;
- coercion;
- manipulation;
- radicalisation;
- online harassment;
- sextortion;
- stalking;
- inappropriate communication by adults;
- contact with strangers;
- harmful interactions facilitated by artificial intelligence systems.

The School recognises that children may develop online relationships that appear legitimate but may expose them to safeguarding risks.

21.1.3. Conduct

Conduct risks arise from a child's own behaviour online or the behaviour of their peers.

Examples may include:

- cyberbullying;
- harassment;
- discriminatory abuse;
- sharing inappropriate content;
- sharing nudes or semi-nudes;
- creating or sharing AI-generated sexual imagery;
- online humiliation;
- exclusion from digital groups;
- impersonation;
- misuse of personal information;
- recording or distributing content without consent.

The School seeks to educate pupils about responsible digital behaviour and the consequences of actions undertaken online.

21.1.4. Commerce

Commerce risks relate to financial activity, exploitation or commercial pressures experienced online.

Examples may include:

- scams;
- phishing;
- fraud;
- gambling;
- financial exploitation;
- in-app purchasing pressure;
- cryptocurrency scams;
- identity theft;
- online marketplaces;
- deceptive advertising.

Schools should educate pupils on recognising financial risks and reporting concerns relating to online exploitation.

21.2. Filtering and Monitoring

The Charterhouse Family recognises its responsibility to take reasonable and proportionate steps to limit children's exposure to online risks whilst using school systems and devices.

All schools shall implement age-appropriate filtering and monitoring arrangements designed to:

- safeguard children from harmful content;
- identify behaviour that may indicate safeguarding concerns;
- support investigation of safeguarding incidents;
- reduce the likelihood of exposure to illegal or inappropriate material.

Filtering and monitoring arrangements should:

- be proportionate to the age and needs of pupils;
- reflect the local safeguarding context;
- apply to school-owned networks and devices;
- be regularly reviewed;
- support educational requirements whilst maintaining appropriate safeguards.

Each school shall identify staff responsible for overseeing filtering and monitoring arrangements and ensure appropriate reporting routes exist where concerns are identified.

The School recognises that filtering and monitoring systems are only one element of effective online safeguarding and should be used alongside education, supervision and pastoral support.

21.3. Devices and Technology

Many children have access to internet-enabled devices both inside and outside school.

These may include:

- mobile phones;
- tablets;

- laptops;
- smart watches;
- smart glasses;
- gaming devices;
- wearable technology;
- AI-enabled devices.

Schools shall maintain clear expectations regarding the acceptable use of technology and personal devices.

Arrangements should address:

- the use of personal devices on school premises;
- image and video recording;
- online communication;
- access to social media;
- internet use;
- cyberbullying;
- safeguarding concerns arising from device misuse.

All members of the school community should use technology safely, responsibly and respectfully.

Where appropriate, schools may search, screen, confiscate or restrict access to devices in accordance with applicable laws, regulations and school procedures.

21.4. Social Media

The Charterhouse Family recognises that social media can provide valuable opportunities for communication, creativity and self-expression. However, it can also present safeguarding risks.

Potential risks include:

- cyberbullying;
- harassment;
- exploitation;
- inappropriate contact;
- grooming;
- sextortion;
- exposure to harmful content;
- misinformation;
- reputational harm;
- peer pressure;
- social exclusion.

The School will educate pupils about:

- safe social media use;
- privacy settings;
- digital footprints;
- responsible online behaviour;

- reporting concerns;
- recognising manipulation and exploitation.

Staff should remain alert to safeguarding concerns arising through social media activity and should report concerns in accordance with safeguarding procedures.

School staff should conduct themselves professionally online and in accordance with the Staff Code of Conduct and relevant professional standards.

21.5. Remote Learning

Where remote, blended or online learning is provided, appropriate safeguarding arrangements shall remain in place.

Schools must ensure that:

- safeguarding responsibilities continue to apply during remote learning;
- approved digital platforms are used;
- pupils know how to report concerns;
- staff understand expectations regarding online conduct;
- pupils are protected from inappropriate online contact;
- online sessions take place in professional and safe environments;
- attendance and engagement are appropriately monitored;
- safeguarding concerns identified during remote learning are reported and managed in accordance with school procedures.

The School recognises that children may be more vulnerable during periods of remote learning due to reduced visibility, increased online activity and changing family circumstances.

Additional welfare checks, support measures and communication arrangements may be implemented where appropriate.

Online Safety Education

The Charterhouse Family believes that education is the most effective long-term safeguard against online harm.

Schools shall provide age-appropriate education that helps children:

- stay safe online;
- recognise risk;
- develop critical thinking skills;
- understand consent and respectful relationships;
- manage digital reputations;
- recognise misinformation and manipulation;
- use social media responsibly;
- seek support when concerned.

Online safety education should be embedded throughout the curriculum and reinforced through assemblies, pastoral programmes, wellbeing initiatives and safeguarding awareness campaigns.

The School will work in partnership with parents and carers wherever possible to promote safe and responsible use of technology both within and beyond the school environment.

22. Artificial Intelligence (AI) and Emerging Technologies

The Charterhouse Family of Schools recognises that artificial intelligence (AI) is becoming an increasingly significant part of children's lives, education and online experiences. AI technologies create valuable opportunities for learning, creativity, accessibility and innovation. However, they also introduce safeguarding risks that require careful consideration, proactive education and effective safeguarding responses.

The School recognises that AI technologies are evolving rapidly and that safeguarding approaches must remain responsive to emerging risks, trends and behaviours.

AI-related safeguarding concerns should be treated in the same way as any other safeguarding concern and responded to in accordance with the School's safeguarding procedures.

Schools shall ensure that pupils, staff, governors and parents understand both the benefits and risks associated with AI technologies and that AI-related safeguarding risks are embedded within the school's wider safeguarding, online safety and digital citizenship provision.

22.1. AI Risks

The School recognises that AI technologies may be used positively but can also be exploited to facilitate abuse, harassment, exploitation, manipulation and criminal activity.

Staff should remain alert to AI-related safeguarding concerns, including but not limited to the following.

22.1.1. Deepfakes

Deepfakes are digitally manipulated images, videos or audio recordings created using artificial intelligence to make a person appear to say or do something they have not actually said or done.

Deepfakes may be used to:

- humiliate or embarrass pupils;
- facilitate bullying or harassment;
- damage reputations;
- spread misinformation;
- manipulate relationships;
- support grooming or exploitation;
- create false allegations or fabricated evidence.

Staff should recognise that deepfake content may cause significant emotional distress and reputational harm and may have safeguarding implications for both the child depicted and those affected by the dissemination of such content.

22.1.2. AI-Generated Sexual Imagery

Artificial intelligence can be used to create realistic sexual images or videos of children and young people without their knowledge or consent.

Such material may involve:

- digitally altered photographs;
- fabricated intimate imagery;
- deepfake pornography;
- synthetic sexual images;
- manipulated social media content.

The School recognises that AI-generated sexual imagery can have the same emotional, psychological and safeguarding impact as genuine sexual imagery.

All incidents involving AI-generated sexual imagery should be treated seriously and referred to the Designated Safeguarding Lead (DSL) immediately.

Where appropriate, the School will seek advice from external safeguarding agencies and law enforcement authorities.

Regarding Nudes or Semi-Nudes – see guidance in Appendix E

22.1.3. Voice Cloning

AI systems can now replicate an individual's voice with increasing accuracy.

Voice cloning technology may be used to:

- impersonate children or staff;
- facilitate online grooming;
- conduct fraud or scams;
- manipulate family members;
- create false recordings;
- support extortion attempts.

Schools should raise awareness amongst pupils, staff and families of the risks associated with sharing audio recordings publicly.

22.1.4. Impersonation

Artificial intelligence can be used to create highly convincing digital identities that imitate pupils, staff, parents or other individuals.

Examples may include:

- false social media profiles;
- fake emails;
- AI-generated messaging accounts;

- manipulated images and videos;
- false online personas.

Impersonation can be used to facilitate:

- bullying;
- harassment;
- financial exploitation;
- grooming;
- reputational harm;
- safeguarding manipulation.

Staff should remain alert to concerns involving suspected impersonation and report them promptly.

22.1.5. Scams and Financial Exploitation

AI technologies are increasingly used to facilitate sophisticated scams and fraud.

Children may be vulnerable to:

- phishing attacks;
- identity theft;
- fake competitions;
- investment scams;
- cryptocurrency scams;
- gaming-related fraud;
- financial manipulation through social media.

Schools should educate pupils about recognising and reporting suspicious online activities and encourage critical thinking when interacting with online content.

22.1.6. Sextortion

Sextortion refers to situations where an individual threatens to share real or fabricated intimate images unless a child complies with demands.

These demands may include:

- sharing further images;
- providing money;
- participating in sexual activity;
- recruiting other victims;
- carrying out criminal acts.

AI has increased the risk of sextortion through the creation of convincing synthetic imagery and manipulated content.

The School recognises sextortion as a serious safeguarding concern and will respond promptly to any allegations, disclosures or indicators.

Pupils who experience sextortion should be treated as victims and provided with appropriate support and protection.

22.2. Staff Responsibilities

All staff have a responsibility to remain alert to safeguarding risks associated with artificial intelligence and emerging technologies.

Staff should:

- understand the safeguarding risks associated with AI technologies;
- complete AI-related safeguarding training where provided;
- maintain professional curiosity regarding AI-related incidents;
- report concerns promptly through safeguarding procedures;
- challenge inappropriate or harmful use of AI when identified;
- support pupils who may be affected by AI-related harms;
- contribute to creating a safe digital culture within the school.

Staff must not:

- create, possess or share inappropriate AI-generated content;
- use AI tools in ways that compromise safeguarding, privacy or confidentiality;
- rely solely upon AI systems when making safeguarding decisions;
- use AI technologies to monitor or profile children without appropriate oversight and approval.

Safeguarding decisions must always involve human professional judgement.

The School will regularly review its use of AI technologies to ensure that safeguarding, privacy and ethical considerations remain central to implementation.

22.3. Pupil Education

The Charterhouse Family believes that education is the most effective long-term safeguard against AI-related harms.

Schools shall provide age-appropriate education that helps pupils:

- understand what artificial intelligence is;
- recognise both the benefits and risks of AI;
- identify manipulated content;
- recognise deepfakes and synthetic media;
- evaluate information critically;
- understand online consent and privacy;
- recognise scams and financial exploitation;
- understand the risks associated with sharing personal information;
- recognise grooming and coercive behaviours;
- seek help when concerned.

AI education should be integrated within:

- safeguarding education;
- online safety programmes;
- digital citizenship curricula;
- PSHE and wellbeing programmes;
- assemblies and awareness campaigns where appropriate.

Schools should also work in partnership with parents and carers to promote awareness of AI-related safeguarding risks and encourage safe, informed and responsible use of emerging technologies beyond the school environment.

Charterhouse Family Position

The Charterhouse Family of Schools embraces the educational opportunities offered by artificial intelligence whilst recognising that emerging technologies can create new and complex safeguarding risks.

All schools will adopt a balanced approach that:

- promotes innovation and responsible use;
- prioritises the welfare of children;
- responds promptly to AI-related harms;
- educates pupils to become safe and informed digital citizens;
- regularly reviews practice in light of technological developments.

As AI technologies continue to evolve, schools will maintain vigilance and ensure that safeguarding arrangements remain effective, proportionate and responsive to emerging risks.

23. Mental Health and Wellbeing

The Charterhouse Family of Schools recognises that positive mental health and emotional wellbeing are fundamental to children's safety, development, learning and overall quality of life.

The School is committed to creating an environment in which children feel safe, valued, supported and able to seek help when needed. We recognise that mental health and wellbeing exist on a continuum and that all children may experience periods of emotional difficulty, distress or vulnerability during their childhood and adolescence.

The School further recognises that mental health concerns can, in some circumstances, become safeguarding concerns or may be indicators that a child has experienced abuse, neglect, exploitation, trauma or other adverse experiences.

Safeguarding and mental health are closely linked but are not synonymous. Whilst school staff are often well placed to identify changes in behaviour, presentation or emotional wellbeing, only appropriately qualified professionals should diagnose mental health conditions.

The School adopts a whole-school approach to mental health and wellbeing which seeks to:

- promote resilience and emotional wellbeing;
- identify concerns at an early stage;
- provide timely and appropriate support;
- reduce barriers to seeking help;

- prevent escalation where possible;
- ensure appropriate safeguarding responses when risk is identified;
- work collaboratively with families and external agencies.

23.1. Mental Health Concerns

All staff should be aware that children may experience a range of mental health challenges that may affect their behaviour, relationships, attendance, learning and wellbeing.

Mental health concerns may arise from:

- adverse childhood experiences;
- abuse or neglect;
- trauma;
- bereavement or loss;
- family difficulties;
- bullying;
- discrimination;
- academic pressures;
- social pressures;
- online harms;
- physical illness;
- developmental or neurological differences.

Potential indicators of mental health concerns may include:

- persistent sadness;
- anxiety or excessive worry;
- withdrawal from friends or activities;
- significant changes in personality or behaviour;
- reduced concentration;
- deterioration in academic engagement;
- emotional dysregulation;
- sleep difficulties;
- social isolation;
- low self-esteem;
- increased anger or irritability;
- risk-taking behaviour;
- frequent physical complaints without a clear medical cause.

The presence of one or more indicators does not necessarily indicate the existence of a mental health condition. However, concerns should be shared with appropriate wellbeing, pastoral and safeguarding staff to ensure children receive support at the earliest opportunity.

Where staff are concerned that a child's mental health may place them at risk of harm, the matter must be treated as a safeguarding concern and referred to the Designated Safeguarding Lead (DSL).

23.2. Self-Harm

The Charterhouse Family recognises that self-harm can affect children and young people of all ages and backgrounds.

Self-harm refers to behaviour through which an individual intentionally causes harm to themselves, regardless of the extent of injury or the motivation behind the behaviour.

Self-harm may take many forms, including but not limited to:

- cutting;
- scratching;
- burning;
- hitting;
- overdosing;
- self-poisoning;
- self-neglect;
- other behaviours intended to cause physical harm.

Self-harm should never be dismissed as:

- attention-seeking behaviour;
- a disciplinary issue;
- a lifestyle choice.

The School recognises that self-harm is often an indication of significant emotional distress and may be associated with:

- anxiety;
- depression;
- trauma;
- bullying;
- abuse;
- feelings of hopelessness;
- difficulties managing emotions.

Where concerns regarding self-harm arise:

- the child's immediate safety will be prioritised;
- safeguarding concerns will be reported to the DSL;
- appropriate risk assessments will be undertaken;
- parents or carers will normally be involved unless doing so places the child at additional risk;
- support and referral pathways will be considered;
- information will be shared appropriately with relevant professionals.

Every incident of self-harm should be considered individually and within the wider context of the child's wellbeing and safeguarding needs.

23.3. Suicidal Ideation and Suicide Risk

The Charterhouse Family recognises that thoughts of suicide and suicidal behaviour can affect children and young people and should always be treated seriously.

Any disclosure, indication or concern relating to suicidal ideation must be regarded as a significant welfare and potential safeguarding concern.

Possible indicators may include:

- talking about wanting to die;
- expressing hopelessness;
- saying others would be better off without them;
- making plans to end their life;
- researching methods of suicide;
- giving away possessions;
- withdrawing from relationships;
- sudden behavioural changes;
- unexplained risk-taking behaviours.

Where concerns regarding suicidal ideation arise:

- the child must not be left unsupported;
- concerns must be reported immediately to the Director of Wellbeing & Inclusion, Deputy Head Pastoral and DSL;
- immediate risk should be assessed;
- emergency services should be contacted where necessary;
- parents or carers should normally be informed unless doing so creates additional safeguarding risk;
- appropriate mental health support should be sought without delay.

The School recognises that children who express suicidal thoughts require a compassionate, supportive and safeguarding-focused response.

Schools should ensure that appropriate postvention procedures are available to support the wider school community following any serious incident involving suicide or attempted suicide.

23.4. Eating Disorders and Disordered Eating

The Charterhouse Family recognises that eating disorders and disordered eating behaviours can have serious physical, psychological and emotional consequences.

Eating disorders are complex mental health conditions and may affect children of any age, gender, background or ability.

Examples may include:

- anorexia nervosa;
- bulimia nervosa;
- binge eating disorder;
- avoidant/restrictive food intake disorder;

- other forms of disordered eating.

Potential indicators may include:

- significant weight loss or gain;
- obsession with food, calories, weight or exercise;
- avoiding meals;
- excessive exercise;
- secrecy around eating;
- social withdrawal;
- low mood or increased anxiety;
- physical signs of poor health or malnutrition.

The School recognises that eating disorders may be associated with:

- perfectionism;
- anxiety;
- low self-esteem;
- trauma;
- bullying;
- social media influences;
- other mental health difficulties.

Staff should avoid making assumptions regarding the causes of eating difficulties and should refer concerns promptly through pastoral, wellbeing, medical and safeguarding systems.

Where concerns are identified, schools should work collaboratively with parents, healthcare professionals and specialist services to support the child's wellbeing and recovery.

Where a child's health or safety is believed to be at immediate risk, safeguarding procedures must be followed.

23.5. Trauma-Informed Practice

The Charterhouse Family recognises that many children may have experienced adversity, trauma, abuse, neglect, loss or other significant life events that impact upon their development, behaviour, relationships and emotional wellbeing.

Trauma may arise from experiences including:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- domestic abuse;
- bereavement;
- displacement or migration;
- community violence;
- exploitation;
- serious illness;

- family breakdown.

The School is committed to adopting trauma-informed approaches that seek to understand the experiences that may sit behind behaviour rather than focusing solely on the behaviour itself.

Trauma-informed practice involves:

- recognising the impact of trauma on development and wellbeing;
- creating psychologically safe environments;
- building trusted relationships;
- promoting consistency and predictability;
- avoiding re-traumatisation;
- responding with empathy and curiosity;
- helping children develop resilience and coping strategies;
- supporting emotional regulation and recovery.

Staff should recognise that trauma may present in different ways, including:

- aggression;
- withdrawal;
- anxiety;
- emotional dysregulation;
- difficulties with trust;
- poor attendance;
- risk-taking behaviour;
- difficulties forming relationships.

The School seeks to create a culture in which children are understood, supported and empowered to thrive, whilst ensuring that safeguarding concerns are identified promptly and responded to appropriately.

Promoting Positive Wellbeing

The Charterhouse Family believes that effective safeguarding includes the active promotion of positive mental health and wellbeing.

All schools should seek to foster communities in which:

- respectful relationships are valued;
- diversity and inclusion are celebrated;
- children feel connected and supported;
- help-seeking is encouraged;
- stigma relating to mental health is challenged;
- emotional wellbeing is actively promoted.

The School recognises that strong pastoral care, positive relationships, early intervention and effective safeguarding practice are essential contributors to positive mental health outcomes and the overall wellbeing of children and young people.

24. Contextual Safeguarding

The Charterhouse Family of Schools recognises that significant harm can occur outside of the family home and beyond traditional safeguarding environments. Children may experience abuse, exploitation and harm within their peer groups, communities, social networks and online environments.

Contextual Safeguarding is an approach to understanding and responding to children's experiences of harm that occur in locations and relationships outside the home. These contexts may include:

- schools;
- boarding environments;
- friendship groups;
- sports clubs;
- social and community spaces;
- transport networks;
- online platforms;
- gaming environments;
- social media.

The School recognises that the risks children face in these contexts can have a significant impact on their safety, wellbeing and educational outcomes.

All staff should remain alert to indicators of contextual safeguarding concerns and understand that protecting children may require intervention beyond the immediate family environment.

Where contextual safeguarding concerns are identified, the School will:

- take a child-centred approach;
- work collaboratively with families where appropriate;
- engage with relevant safeguarding agencies;
- contribute to multi-agency assessment and intervention;
- share information appropriately;
- identify and manage emerging risks;
- support children who may be vulnerable to exploitation or harm.

24.1. Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

The child may appear to participate willingly; however, exploitation can still be present even where there appears to be consent.

Children may be exploited through:

- violence or threats of violence;
- intimidation;
- emotional manipulation;
- grooming;
- debt bondage;

- gifts or rewards;
- status and belonging;
- online coercion.

Child Criminal Exploitation may involve:

- drug distribution;
- transporting money or illegal goods;
- theft;
- carrying weapons;
- violent offending;
- fraud;
- cyber-enabled crime;
- organised criminal activity.

The School recognises that children involved in criminal exploitation are victims and should be safeguarded accordingly.

Possible Indicators of Child Criminal Exploitation

Indicators may include:

- unexplained gifts, money or possessions;
- significant changes in behaviour;
- increased secrecy;
- missing episodes;
- unexplained injuries;
- deterioration in school attendance;
- association with older individuals or groups;
- carrying multiple mobile phones;
- evidence of substance misuse;
- possession of weapons.

Where concerns regarding criminal exploitation arise, these must be reported immediately to the DSL.

24.2. Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse in which an individual or group takes advantage of a power imbalance to coerce, manipulate or deceive a child into sexual activity.

The abuse may occur:

- in person;
- online;
- through a combination of online and offline contact;
- as part of organised abuse;
- within apparently consensual relationships.

The exchange may involve:

- money;
- gifts;
- accommodation;
- affection;
- status;
- protection;
- substances;
- online attention.

Children may not recognise that they are being exploited and may believe they are in a genuine relationship.

Possible Indicators of Child Sexual Exploitation

Indicators may include:

- relationships with significantly older individuals;
- unexplained gifts or money;
- sexualised behaviour;
- frequent missing episodes;
- changes in appearance;
- secrecy regarding relationships;
- disengagement from education;
- emotional distress;
- online exploitation concerns;
- sexually transmitted infections;
- pregnancy.

The School recognises that both boys and girls can be affected by Child Sexual Exploitation and that exploitation can occur in any community.

24.3. Serious Violence

The Charterhouse Family recognises that children may be exposed to, involved in or affected by serious violence.

Serious violence may include:

- physical assault;
- weapon-enabled violence;
- gang-related violence;
- robbery;
- assault causing significant injury;
- threats involving weapons;
- organised violence.

Children who experience, witness or participate in serious violence may be at heightened risk of:

- exploitation;

- criminal involvement;
- trauma;
- mental health difficulties;
- educational disengagement.

Possible Indicators

Indicators may include:

- increased absence from school;
- change in peer groups;
- unexplained injuries;
- possession of weapons;
- decline in academic performance;
- sudden access to money or expensive items;
- increased fear or anxiety;
- involvement in criminal activity.

Concerns that a child may be carrying, using or threatening to use a weapon must be treated as an urgent safeguarding matter.

24.4. County Lines

County Lines is a form of Child Criminal Exploitation in which organised criminal networks recruit, exploit and use children to transport, store or distribute drugs and money.

Although predominantly a UK-specific term, Charterhouse Family schools should recognise comparable forms of organised criminal exploitation that may exist in other jurisdictions.

Children may be groomed through:

- friendship;
- gifts;
- promises of status;
- threats;
- intimidation;
- violence.

Possible Indicators

Indicators may include:

- going missing for periods of time;
- unexplained travel;
- possession of multiple phones;
- association with older individuals;
- unexplained money;
- carrying drugs or packages;
- changes in behaviour or appearance;
- fatigue or exhaustion.

The School recognises that exploited children are victims and require safeguarding support and protection.

24.5. Gangs

The School recognises that some children may become associated with gangs or organised groups that place them at risk of harm.

Gang involvement may expose children to:

- violence;
- criminal exploitation;
- weapon carrying;
- substance misuse;
- coercion;
- sexual exploitation;
- intimidation.

Children may become involved due to:

- a desire for belonging;
- protection;
- family influences;
- peer pressure;
- exploitation by others.

Possible Indicators

Indicators may include:

- sudden changes in friendship groups;
- unexplained gifts or money;
- gang-related language or symbols;
- increased aggression;
- carrying weapons;
- unexplained absences;
- fear of particular individuals or groups.

The School recognises that children involved with gangs may themselves be victims of exploitation and abuse.

24.6. Radicalisation and Extremism

The Charterhouse Family is committed to safeguarding children from radicalisation and extremist influences.

Extremism refers to the active opposition to fundamental values such as democracy, equality, mutual respect and tolerance.

Radicalisation is the process through which an individual comes to support extremist ideologies, violence or terrorism.

Radicalisation may occur:

- online;
- through peer groups;
- through social networks;
- through community influences;
- through exposure to extremist content.

Children may be vulnerable due to:

- isolation;
- identity issues;
- unmet emotional needs;
- experiences of discrimination;
- online exposure;
- personal grievances.

Possible Indicators

Indicators may include:

- significant changes in beliefs or behaviour;
- fixation on extremist ideologies;
- increased secrecy;
- intolerance towards others;
- accessing extremist materials;
- use of extremist language;
- withdrawal from previously held friendships;
- attempts to recruit others.

The School will respond appropriately to concerns regarding radicalisation and extremism and will work with relevant safeguarding and law enforcement agencies where required.

24.7. Missing Children

The Charterhouse Family recognises that children who go missing from education, home, boarding accommodation or care may be at increased risk of harm.

Missing episodes may indicate vulnerability to:

- exploitation;
- abuse;
- criminal activity;
- radicalisation;
- trafficking;
- mental health concerns;
- serious violence.

A child going missing should never be viewed as a behavioural issue alone.

Categories of Concern

Concerns may include:

- children missing from education;
- missing boarders;
- unauthorised absence;
- repeated missing episodes;
- unexplained disappearance from activities;
- failure to return from leave arrangements;
- missing during educational visits.

School Response

Schools shall maintain clear procedures for responding to missing children, including:

- immediate efforts to locate the child;
- notification of parents or carers where appropriate;
- notification of boarding staff where applicable;
- consideration of police involvement;
- safeguarding assessment;
- recording and review of incidents;
- identification of patterns and emerging risks.

Where a child repeatedly goes missing or there are concerns that a missing episode may be linked to exploitation, abuse or other safeguarding risks, the matter will be treated as a significant safeguarding concern and referred to relevant agencies as appropriate.

Charterhouse Family Approach to Contextual Safeguarding

The Charterhouse Family recognises that many safeguarding risks occur beyond the school's physical boundaries. Effective safeguarding therefore requires schools to:

- understand local safeguarding contexts;
- identify emerging risks;
- listen to children;
- engage proactively with families;
- work collaboratively with partner agencies;
- challenge exploitation and abuse;
- create cultures where children feel safe to seek help.

All schools will ensure that contextual safeguarding considerations are embedded within safeguarding assessments, pastoral systems, boarding arrangements, educational provision and wider risk management processes.

Part 5: CHILDREN POTENTIALLY AT GREATER RISK

25. Vulnerable Groups

The Charterhouse Family of Schools recognises that all children have the right to protection from abuse, neglect, exploitation and harm. However, some children may be more vulnerable to safeguarding risks due to their individual circumstances, experiences, needs or identity.

Vulnerability can affect a child's ability to:

- recognise abuse or exploitation;
- seek help;
- communicate concerns;
- access support;
- be believed when concerns are raised.

Staff should be particularly vigilant where children experience multiple vulnerabilities, as risks may be cumulative and interconnected.

The School adopts a safeguarding approach that seeks to identify barriers to protection and ensure that all children receive the support they require to remain safe and achieve positive outcomes.

25.1. Children with Social Workers

The School recognises that children who have, or have previously had, a social worker may be at increased risk of harm, vulnerability and poorer educational outcomes.

Children may receive support from social care services due to:

- abuse or neglect;
- child protection concerns;
- family difficulties;
- safeguarding risks;
- complex home circumstances.

The School recognises that experiences of adversity, trauma and disruption may continue to affect children's wellbeing and educational engagement long after statutory intervention has ended.

The School will:

- work collaboratively with social workers and other professionals;
- contribute to safeguarding and child protection planning;
- support attendance and engagement;
- promote educational achievement;
- provide appropriate pastoral support;
- ensure safeguarding remains central to decision-making affecting the child.

25.2. Looked After Children

The Charterhouse Family recognises that children who are looked after by a local authority, government agency or equivalent body are among the most vulnerable members of society.

Many looked after children have experienced:

- abuse;
- neglect;
- trauma;
- loss;
- instability;
- separation from family members.

The School will:

- promote educational achievement;
- support emotional wellbeing;
- work closely with carers and relevant agencies;
- contribute to care planning arrangements;
- ensure staff understand the child's legal status and safeguarding needs;
- provide appropriately trained staff to support these children.

Schools will comply with local legal and regulatory requirements relating to looked after children in their jurisdiction.

25.3. Previously Looked After Children

The Charterhouse Family recognises that children who were previously looked after may continue to experience challenges arising from earlier adverse experiences.

These children may require ongoing support in relation to:

- attachment;
- emotional wellbeing;
- mental health;
- self-esteem;
- educational engagement;
- identity and belonging.

The School will seek to identify and support these needs sensitively and appropriately.

25.4. Young Carers

The School recognises that some children may undertake caring responsibilities for family members due to illness, disability, mental ill health, addiction or other circumstances.

Young carers may experience:

- fatigue;
- emotional stress;
- social isolation;
- attendance difficulties;
- reduced educational opportunities;
- additional safeguarding vulnerabilities.

The School will:

- seek to identify young carers at an early stage;
- provide appropriate pastoral support;
- consider the impact of caring responsibilities on attendance, achievement and wellbeing;
- work with families and external agencies where appropriate;
- ensure young carers can access support without stigma.

25.5. Children with Special Educational Needs and Disabilities (SEND)

The Charterhouse Family recognises that children with SEND may face additional safeguarding challenges.

Research consistently shows that children with SEND are more vulnerable to abuse and neglect and may experience additional barriers to recognising, understanding or reporting concerns.

These barriers may include:

- communication difficulties;
- social isolation;
- dependence on adults;
- reduced understanding of risk;
- difficulties distinguishing between appropriate and inappropriate behaviour;
- increased vulnerability to online harm;
- assumptions that indicators of abuse relate solely to a child's disability or diagnosis.

The School will ensure that:

- safeguarding arrangements are inclusive and accessible;
- staff receive appropriate training;
- children's voices are heard;
- concerns are not overlooked due to disability, diagnosis or additional needs;
- safeguarding education is delivered in an accessible manner.

25.6. Children with Medical Conditions

The School recognises that certain medical conditions can increase vulnerability and create safeguarding concerns.

Children with medical conditions may face increased risks if:

- treatment is withheld;
- medication is not provided;
- medical information is concealed;
- health needs are consistently unmet;
- attendance at medical appointments is neglected.

The School will maintain effective procedures for supporting children with medical conditions and will treat concerns regarding unmet medical needs through appropriate safeguarding processes where necessary.

25.7. Children with Mental Health Needs

The School recognises that mental health difficulties may increase vulnerability to abuse, exploitation and harm.

Children experiencing mental health needs may be more vulnerable to:

- self-harm;
- suicidal ideation;
- exploitation;
- online harms;
- bullying;
- social isolation;
- substance misuse.

Where mental health concerns raise safeguarding concerns, safeguarding procedures will take precedence and appropriate referrals will be made.

25.8. International Pupils

The Charterhouse Family recognises that international pupils may face unique safeguarding challenges arising from:

- geographical separation from parents or carers;
- guardianship arrangements;
- language barriers;
- cultural differences;
- immigration or visa issues;
- frequent relocation;
- unfamiliarity with local safeguarding systems.

The School will ensure that international pupils:

- understand how to access support;
- know how to report concerns;
- receive appropriate pastoral support;
- are protected through robust guardianship and welfare arrangements where applicable.

International safeguarding considerations should form part of local safeguarding risk assessments.

25.9. Boarders

The Charterhouse Family recognises that boarders live and learn within a residential environment and may experience safeguarding risks and vulnerabilities that differ from day pupils.

The School will ensure:

- appropriate residential supervision;
- effective safeguarding oversight within boarding houses;
- access to trusted adults;

- safe reporting mechanisms;
- a culture of respect and dignity;
- robust arrangements for leave, travel and guardianship.

Boarding schools shall maintain specific boarding safeguarding procedures and risk management arrangements and comply with the National Minimum Standards.

26. Equality, Inclusion and Safeguarding

The Charterhouse Family of Schools is committed to creating safe, inclusive and respectful communities where all children are protected from discrimination, harassment, bullying and prejudice.

Safeguarding practice must be equitable, inclusive and responsive to the needs of individual children.

The School recognises that experiences of prejudice and discrimination can adversely affect wellbeing, educational outcomes and safeguarding vulnerability.

All children have the right to be treated with dignity, respect and fairness.

26.1. Protected Characteristics

The School recognises that some children may be vulnerable to discrimination or prejudice because of characteristics protected under applicable equality legislation or because of perceived differences.

These characteristics may include:

- age;
- disability;
- sex;
- race;
- ethnicity;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity;
- other legally protected characteristics within local jurisdictions.

Safeguarding practice should take account of the ways in which discrimination and prejudice may increase vulnerability to harm.

The School will actively promote:

- respect;
- inclusion;
- equality of opportunity;
- positive relationships;
- mutual understanding.

26.2. Children who are Lesbian, Gay or Bisexual

The Charterhouse Family recognises that being lesbian, gay or bisexual is not, in itself, a safeguarding concern.

However, pupils who are lesbian, gay or bisexual may be more vulnerable to:

- bullying;
- harassment;
- discrimination;
- social isolation;
- mental health difficulties;
- online abuse.

The School will not tolerate discriminatory behaviour and will respond promptly to concerns.

All pupils should feel safe, respected and able to seek support when needed.

26.3. Children Questioning Their Gender

The Charterhouse Family recognises that some children and young people may question their gender and may require support, understanding and careful consideration.

The welfare, wellbeing and safeguarding of the child will always remain the primary consideration.

The School will:

- listen respectfully;
- avoid making assumptions;
- provide appropriate support;
- consider individual circumstances;
- undertake proportionate risk assessments where appropriate;
- remain alert to safeguarding concerns;
- protect children from bullying, harassment and victimisation.

The School will normally work in partnership with parents or carers unless doing so may place the child at risk of harm.

Requests relating to social transition or significant changes will be considered on a case-by-case basis, taking account of safeguarding considerations, legal requirements and the needs of all children involved.

26.4. Anti-Discrimination

The Charterhouse Family is committed to fostering an environment free from discrimination, harassment and victimisation.

The School will:

- challenge discriminatory behaviour;
- promote respectful relationships;

- educate pupils about diversity and inclusion;
- respond appropriately to incidents of discrimination;
- provide support to children affected by prejudice.

Discrimination may constitute a safeguarding concern where it causes or contributes to harm, distress, exclusion or vulnerability.

26.5. Prejudice-Based Incidents

A prejudice-based incident is any incident motivated by hostility, bias or prejudice towards an individual or group.

Examples may include incidents based upon:

- race or ethnicity;
- religion or belief;
- disability;
- sex;
- sexual orientation;
- gender identity;
- nationality;
- culture or language.

Such incidents may occur:

- face-to-face;
- online;
- within peer groups;
- through social media;
- through anonymous reporting platforms.

The School will:

- take all reported incidents seriously;
- investigate concerns appropriately;
- record incidents;
- support those affected;
- challenge harmful attitudes and behaviours;
- implement educational and restorative responses where appropriate;
- consider whether the behaviour constitutes a safeguarding concern.

The Charterhouse Family believes that promoting equality, dignity, inclusion and respect is fundamental to effective safeguarding and to the creation of safe environments in which all children can thrive.

PART 6: SAFER WORKFORCE

The Charterhouse Family of Schools recognises that safeguarding begins with the creation and maintenance of a safe, professional and vigilant workforce.

All schools are committed to recruiting, appointing, developing and retaining individuals who are suitable to work with children and who share the Charterhouse Family's commitment to safeguarding and promoting the welfare of children.

The School will maintain robust systems to:

- deter unsuitable individuals from working with children;
- identify concerns regarding adults at the earliest opportunity;
- respond appropriately to allegations and concerns;
- promote professional accountability;
- create a culture of openness, transparency and professional challenge.

Every adult working within a Charterhouse Family school has a responsibility to uphold professional standards and contribute to a culture that prioritises the safety and wellbeing of children.

27. Safer Recruitment

The Charterhouse Family is committed to safer recruitment practices designed to prevent unsuitable individuals from gaining access to children or positions of trust.

All recruitment processes shall be fair, transparent and aligned with applicable legal, regulatory and safeguarding requirements.

Safeguarding considerations shall form part of every stage of the recruitment and selection process.

Schools will ensure:

- safeguarding is embedded throughout recruitment processes;
- safeguarding responsibilities are included within job descriptions and person specifications;
- safeguarding commitment is communicated during recruitment;
- candidates are assessed for suitability to work with children;
- appropriate references and checks are obtained before appointment;
- concerns arising during recruitment are appropriately explored and addressed.

The School reserves the right not to appoint any individual where safeguarding concerns exist regarding their suitability to work with children.

27.1. Recruitment Checks

Prior to appointment, schools shall undertake appropriate safeguarding checks, which may include:

- verification of identity;
- verification of qualifications;
- verification of employment history;
- professional references;
- criminal records checks where applicable;
- barred list or equivalent checks;
- prohibition or professional sanctions checks;
- right to work checks;
- medical fitness declarations where applicable;

- suitability assessments.

Schools shall maintain appropriate records of recruitment checks in line with local legal and regulatory requirements.

Any anomalies, gaps in employment history, discrepancies or concerns identified during the recruitment process shall be explored appropriately before an appointment is confirmed.

27.2. Overseas Checks

Where individuals have lived, studied or worked outside the country in which the school operates, additional checks may be required.

These may include:

- overseas criminal record checks;
- certificates of good conduct;
- professional regulatory checks;
- overseas safeguarding declarations;
- verification of employment references from overseas employers;
- checks against international sanctions or safeguarding databases where available.

The School recognises that safeguarding standards and available checks vary internationally. Reasonable and proportionate alternative checks may therefore be undertaken where conventional checks are unavailable. A risk-based approach shall be adopted where overseas information is limited.

27.3. Agency Staff

The School recognises that agency, supply and temporary staff may have direct access to children and therefore present the same safeguarding considerations as permanent employees.

Schools shall:

- obtain written confirmation that appropriate safeguarding checks have been completed;
- verify the identity of agency staff on arrival;
- provide safeguarding induction information;
- ensure agency staff understand local safeguarding procedures;
- ensure agency staff know how to report concerns.

Agency staff are expected to comply fully with school safeguarding policies and procedures.

27.4. Volunteers

Volunteers play an important role within many Charterhouse Family schools.

The level of safeguarding checks required will be determined by factors including:

- nature of the role;
- frequency of contact with children;
- level of supervision;

- access to vulnerable children.

Schools shall ensure that volunteers:

- understand safeguarding expectations;
- receive appropriate safeguarding information;
- know how to report concerns;
- understand professional boundaries.

Volunteers shall never be placed in situations that compromise safeguarding arrangements.

27.5. Contractors

Contractors and third-party service providers may occasionally have access to school premises, facilities or children.

Schools shall take reasonable steps to ensure that:

- contractors are suitable to work within an educational environment;
- safeguarding requirements are communicated clearly;
- appropriate supervision arrangements are implemented;
- safeguarding concerns are reported promptly.

Contractors must comply with school safeguarding expectations whilst on school premises or undertaking activities on behalf of the school.

28. Allegations Against Adults

The Charterhouse Family recognises its responsibility to safeguard children whilst ensuring fair, proportionate and lawful treatment of adults who work with children.

Allegations or concerns regarding adults working in schools must always be treated seriously and handled in accordance with local safeguarding procedures and employment requirements.

This section applies to:

- employees;
- agency staff;
- volunteers;
- contractors;
- governors;
- trustees;
- proprietors;
- visiting professionals;
- any adult working on behalf of the School.

28.1. Managing Allegations

The School will respond promptly to all allegations and concerns which suggest that an adult may have:

- behaved in a way that harmed a child or may have harmed a child;
- committed a criminal offence against or related to a child;
- behaved towards a child in a way that indicates they may pose a risk of harm;
- behaved in a way that indicates they may be unsuitable to work with children.

The School will ensure that:

- allegations are treated seriously;
- children are protected;
- confidentiality is maintained as far as possible;
- appropriate action is taken swiftly;
- investigations are conducted fairly and professionally.

The welfare of children will always remain the paramount consideration.

28.2. Harm Threshold

The Charterhouse Family recognises that different concerns require different responses.

The harm threshold is met where information indicates that an adult may have:

- harmed, or potentially harmed, a child;
- committed a criminal offence involving a child;
- behaved in a manner indicating risk to children;
- demonstrated conduct incompatible with working with children.

Where the harm threshold is met, formal safeguarding procedures and referrals to relevant authorities will be considered.

Schools should seek appropriate advice whenever uncertainty exists regarding thresholds.

28.3. Referral Procedures

All concerns or allegations relating to adults working with children must be reported immediately to the Head of School. Whilst this may be delegated to the DSL, formal systems must be in place for regular (at least termly reports to the Head). Any serious allegations which meet or may meet the significant harm test, should also be reported to the Head.

Where the concern relates to the Head of School, the concern must be reported to the Chair of Governors.

The School will:

- assess the concern promptly;
- seek advice from relevant safeguarding professionals (LADO) where required;
- make referrals to external agencies where appropriate;
- consider immediate risk management measures;
- record decisions and actions taken.

Individuals should not undertake investigations independently unless authorised to do so through appropriate safeguarding or disciplinary procedures.

28.4. External Agencies

Where appropriate, schools may seek advice from or make referrals to:

- local safeguarding authorities (Local Safeguarding Children's Partnership);
- designated officers responsible for allegations management (LADO);
- child protection agencies (Children's Services/Social Care);
- police;
- regulatory authorities;
- professional bodies;
- international safeguarding agencies.

The School will comply with applicable reporting duties within its jurisdiction.

29. Low-Level Concerns

The Charterhouse Family recognises that creating a culture of openness and transparency is central to effective safeguarding.

A low-level concern is any concern, however small, that an adult working within the School may have acted in a way that:

- is inconsistent with professional expectations;
- is inconsistent with the staff code of conduct;
- causes a sense of unease, doubt or discomfort;
- falls below the harm threshold.

Low-level concerns may provide important information regarding behaviour patterns and therefore require professional consideration.

29.1. Reporting Procedures

All staff are encouraged to share low-level concerns promptly.

Concerns should normally be reported to:

- the Head of School;
- an appropriately designated senior leader e.g. DSL;
- another designated safeguarding professional where local procedures require.

Where concerns relate to the Head of School, reports should be made directly to the Chair of Governors.

Staff are encouraged to report concerns regardless of how minor they may appear.

29.2. Recording

The School shall maintain a secure record of low-level concerns.

Records should include:

- the nature of the concern;
- actions taken;
- outcomes;
- any follow-up measures.

Records will be retained and reviewed in accordance with local procedures and data protection requirements.

Patterns of behaviour, repeated concerns or cumulative information should be considered as part of ongoing safeguarding oversight.

29.3. Review and Oversight

Low-level concerns should be reviewed periodically to identify:

- trends;
- recurring behaviours;
- emerging safeguarding risks;
- training needs;
- organisational learning opportunities.

Appropriate governance oversight should be maintained through safeguarding assurance and reporting arrangements.

30. Whistleblowing

The Charterhouse Family of Schools is committed to creating a culture in which individuals feel able to raise concerns regarding safeguarding, professional conduct, organisational practice or wrongdoing without fear of retaliation.

All staff have a responsibility to raise concerns where they believe that children may be at risk or where safeguarding systems are not operating effectively.

30.1. Internal Reporting

Staff should normally raise concerns through established internal channels, including:

- line managers;
- the Designated Safeguarding Lead;
- senior leaders;
- the Head of School;
- safeguarding governors;

The School will seek to:

- take concerns seriously;
- investigate concerns appropriately;
- respond proportionately;
- provide feedback where possible;

- address identified issues.

30.2. External Reporting

Where individuals feel unable to raise concerns internally, or where concerns have not been addressed appropriately, reports may be made to:

- safeguarding authorities (DBS);
- regulatory bodies (TRA);
- Inspectorates (ISI);
- professional regulators;
- law enforcement agencies;
- designated whistleblowing services (NSPCC Whistleblowing).

Schools shall ensure staff are informed of available external reporting routes.

30.3. Protection for Staff

The Charterhouse Family encourages a safeguarding culture in which staff feel safe to raise concerns.

No individual should suffer detriment, disadvantage or retaliation as a result of raising a genuine safeguarding concern in good faith.

The School will:

- promote openness and accountability;
- support those who raise concerns responsibly;
- investigate reports fairly;
- take appropriate action where concerns are substantiated.

The Charterhouse Family recognises that safeguarding relies upon professional courage and that effective whistleblowing arrangements are an essential element of protecting children and maintaining a safe organisational culture.

Part 7: EDUCATIONAL PROVISION

The Charterhouse Family of Schools recognises that safeguarding is most effective when it is preventative as well as responsive. Schools have a vital role in equipping children and young people with the knowledge, skills, resilience and confidence to recognise risk, make informed decisions, develop positive relationships and seek support when needed.

Safeguarding education should be embedded throughout the curriculum and wider life of the school and should be delivered in a manner that is age-appropriate, inclusive, culturally sensitive and responsive to local safeguarding risks.

Educational provision should complement, but not replace, the school's wider safeguarding systems, policies and procedures.

The Charterhouse Family believes that safeguarding education should empower children to:

- understand their rights and responsibilities;
- recognise abuse, neglect and exploitation;
- understand healthy relationships and consent;
- stay safe online;
- identify trusted adults;
- seek help when needed;
- develop resilience and emotional wellbeing;
- contribute positively to their communities.

31. Safeguarding Through the Curriculum

Safeguarding should be integrated across the curriculum and pastoral programme and reinforced through assemblies, tutorials, wellbeing programmes, co-curricular activities and other opportunities for learning.

Schools should ensure that safeguarding education reflects:

- pupils' age and developmental stage;
- local safeguarding risks;
- cultural and legal context;
- emerging safeguarding trends;
- pupil voice and lived experiences.

Schools should regularly review safeguarding education to ensure it remains relevant and effective.

31.1 PSHE / RSHE

Schools should provide age-appropriate Personal, Social, Health and Economic Education (PSHE) and, where applicable, Relationships and Sex Education (RSE/RSHE).

Programmes should support pupils to:

- understand personal safety;
- recognise abuse and exploitation;
- develop healthy relationships;
- understand consent and boundaries;
- recognise coercive and controlling behaviours;
- understand diversity and inclusion;
- develop emotional literacy;
- make informed decisions;
- access support when required.

In international contexts, schools may adapt delivery to reflect local legal and cultural requirements while maintaining the Charterhouse Family commitment to child protection, wellbeing and safeguarding.

31.2. Wellbeing Education

The Charterhouse Family recognises that wellbeing education is an important element of safeguarding.

Schools should promote:

- emotional resilience;
- self-awareness;
- self-esteem;
- healthy coping strategies;
- positive mental health;
- help-seeking behaviours;
- healthy lifestyles;
- stress management.

Children should understand:

- how to access support;
- when to seek help;
- that mental health is an important aspect of overall wellbeing;
- that seeking support is a sign of strength rather than weakness.

Wellbeing education should support the creation of psychologically safe school communities where children feel valued, included and able to thrive.

31.3. Online Safety Education

Online safety education forms an integral part of safeguarding provision.

Schools should provide age-appropriate education that enables pupils to:

- use technology safely and responsibly;
- recognise online risks;
- understand privacy and personal information;
- identify grooming and exploitation;
- recognise misinformation and manipulation;
- understand digital footprints;
- report online concerns;
- use social media safely;
- navigate emerging technologies, including artificial intelligence.

Online safety education should be delivered regularly and not solely in response to incidents.

Schools should also seek to engage parents and carers in supporting children's safe use of technology.

31.4. Consent

The Charterhouse Family is committed to promoting a clear understanding of consent and personal boundaries.

Consent education should enable pupils to understand that:

- consent must be freely given;
- consent can be withdrawn at any time;
- silence does not constitute consent;

- coercion, pressure and manipulation invalidate consent;
- personal boundaries should be respected;
- everybody has the right to feel safe.

Teaching should be age-appropriate and support the prevention of sexual harassment, sexual violence and harmful sexual behaviour.

31.5. Healthy Relationships

Schools should actively promote healthy, respectful and positive relationships.

Pupils should be supported to understand:

- friendship and respect;
- kindness and empathy;
- trust and honesty;
- communication skills;
- conflict resolution;
- equality and mutual respect;
- personal boundaries;
- recognising unhealthy relationships;
- recognising abusive or controlling behaviours.

Relationship education should help prepare young people for positive interactions within school, family, community and future adult life

31.6. British Values / Local Values

Schools should actively promote values that support safeguarding, inclusion and positive citizenship.

UK schools should promote British Values, including:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of different faiths and beliefs.

International schools should promote equivalent local civic, ethical or community values consistent with:

- safeguarding and child welfare;
- equality and dignity;
- respect for others;
- peaceful coexistence;
- responsible citizenship.

All Charterhouse Family schools should encourage pupils to become compassionate, responsible and respectful members of society.

32. Pupil Voice

The Charterhouse Family believes that safeguarding is strengthened when children are listened to and actively involved in shaping school culture.

Pupils should be provided with meaningful opportunities to express their views, contribute ideas and influence decisions that affect their wellbeing, safety and school experience.

The School recognises that listening to children is fundamental to effective safeguarding and child-centred practice.

Children should feel confident that:

- their voices matter;
- concerns will be taken seriously;
- adults will listen respectfully;
- support will be available when needed.

32.1. Reporting Concerns

Schools must ensure that pupils understand:

- how to report concerns;
- who they can speak to;
- how safeguarding systems operate;
- how they can access support.

Reporting mechanisms may include:

- trusted adults;
- tutors or form teachers;
- boarding staff;
- Designated Safeguarding Leads;
- anonymous reporting systems;
- digital reporting platforms;
- wellbeing hubs;
- pupil support services.

Schools should regularly remind pupils of available reporting routes and encourage a culture in which asking for help is normal and valued.

32.2. Student Leadership

The Charterhouse Family encourages pupil participation in leadership and school improvement activities.

Student leadership opportunities may include:

- school councils;
- pupil committees;

- wellbeing groups;
- boarding leadership structures;
- diversity and inclusion forums;
- peer mentoring initiatives;
- student representative bodies.

These opportunities help strengthen pupil engagement and ensure that young people's perspectives inform school development.

Student leaders should never be expected to undertake safeguarding responsibilities that properly belong to adults.

32.3. Surveys

Schools should seek regular feedback from pupils regarding their experiences of:

- safety;
- wellbeing;
- inclusion;
- relationships;
- boarding provision (where applicable);
- online safety;
- support services.

Methods may include:

- anonymous surveys;
- pupil focus groups;
- wellbeing questionnaires;
- safeguarding reviews;
- student forums.

Survey outcomes should inform:

- safeguarding planning;
- wellbeing initiatives;
- policy development;
- staff training;
- school improvement priorities.

Schools should share appropriate findings with pupils and demonstrate how pupil feedback has influenced decision-making.

32.4. Safeguarding Ambassadors

Schools may choose to establish Safeguarding Ambassadors, Wellbeing Ambassadors or similar pupil leadership programmes.

Such initiatives can help:

- promote safeguarding awareness;
- encourage positive peer culture;
- raise awareness of support services;
- support wellbeing campaigns;
- strengthen pupil voice.

Safeguarding Ambassadors are not safeguarding practitioners and should not investigate, manage or assess safeguarding concerns.

Their role is to:

- promote awareness;
- encourage help-seeking;
- signpost support;
- contribute to safeguarding education;
- support a positive safeguarding culture.

Appropriate training, supervision and staff oversight should be provided at all times.

Charterhouse Family Commitment

The Charterhouse Family believes that children who are educated about safeguarding, listened to respectfully and empowered to contribute to school life are better equipped to recognise risk, support one another and seek help when needed.

Through a broad educational programme and a strong commitment to pupil voice, all Charterhouse Family schools will seek to create safe, inclusive and supportive communities in which every child can flourish.

PART 8: SUPPLEMENTARY SAFEGUARDING REQUIREMENTS

The Charterhouse Family of Schools comprises a diverse range of educational settings, including day schools, boarding schools, international schools, preparatory schools and schools with early years provision.

This section contains supplementary safeguarding requirements that apply only where relevant to the individual school context.

Schools should indicate whether each annex is:

☐ Applicable

☐ Not Applicable

Where an annex is applicable, schools should complete any local arrangements identified within Part 9: Local Arrangements Annex.

33. Boarding Schools Annex

☒ Applicable ☐ Not Applicable

The Charterhouse Family recognises that boarding schools provide a unique educational and residential environment. The School has a responsibility to safeguard pupils throughout both the educational and residential aspects of school life.

Boarding provision should promote safety, wellbeing, dignity, independence and positive relationships whilst ensuring effective safeguarding arrangements remain in place at all times.

All boarding schools shall comply with relevant boarding standards and regulatory requirements applicable within their jurisdiction.

33.1. Residential Safeguarding

Safeguarding arrangements shall extend to all aspects of residential life.

Boarding schools must ensure:

- children have access to trusted adults;
- safeguarding reporting routes are accessible;
- welfare support is available at all times;
- safeguarding concerns arising within boarding environments are recorded and managed appropriately;
- residential risk assessments are regularly reviewed;
- boarders understand how to seek help and access support.

Safeguarding oversight should consider the full boarding experience, including evenings, weekends and holiday periods.

33.2. Boarding Staff

Boarding staff play a central role in safeguarding and promoting the welfare of boarders.

Boarding staff shall:

- receive safeguarding training appropriate to their role;
- understand boarding-specific safeguarding risks;
- maintain professional boundaries;
- promote positive relationships;
- monitor wellbeing and welfare concerns;
- report concerns in accordance with safeguarding procedures.

Boarding staff should be vigilant to indicators of abuse, exploitation, bullying, mental health concerns and child-on-child abuse.

33.3. Night-Time Supervision

Appropriate supervision arrangements must be in place throughout the night.

Schools should ensure:

- clear supervision arrangements exist;

- pupils know how to access support overnight;
- emergency procedures are established;
- safeguarding concerns arising overnight are reported appropriately;
- staff understand expectations regarding supervision and welfare.

Supervision arrangements should reflect the age, maturity and needs of pupils.

33.4. Leave Arrangements

Boarding schools shall maintain clear procedures governing pupil leave.

These procedures should include:

- parental permissions;
- authorised guardians;
- weekend leave arrangements;
- transport arrangements;
- overseas travel where applicable;
- procedures for boarders who do not return as expected.

The safety and welfare of pupils should be considered throughout all leave arrangements.

33.5. Guardians

Where pupils are unable to reside with parents or legal guardians, schools shall maintain robust guardianship arrangements.

Schools should ensure that:

- guardians are appropriately identified;
- emergency contacts remain current;
- guardians understand their responsibilities;
- suitable arrangements exist for school closures and emergencies;
- welfare arrangements are reviewed regularly.

Additional oversight may be required for international pupils.

33.6. Missing Boarders

A missing boarder should always be treated as a potential safeguarding concern.

Schools must maintain clear procedures for:

- searching for missing pupils;
- recording incidents;
- notifying appropriate staff;
- informing parents, guardians or carers;
- involving police where necessary;
- assessing safeguarding risks.

Repeated missing episodes should trigger safeguarding review and risk assessment.

33.7. Privacy and Dignity

The School is committed to respecting the privacy and dignity of all boarders.

Boarding practices should ensure:

- appropriate personal privacy;
- respectful supervision arrangements;
- safe use of facilities;
- protection from humiliation or degrading treatment;
- safeguarding oversight of changing, washing and residential facilities.

A child's welfare should remain paramount when balancing privacy and supervision.

33.8. Boarding Accommodation

Boarding accommodation must provide a safe, secure and suitable residential environment.

Schools should ensure that:

- accommodation is appropriately supervised;
- access controls are proportionate and effective;
- safeguarding risks are identified through regular review;
- boarding arrangements support wellbeing and welfare;
- accommodation arrangements are reviewed where safeguarding concerns arise.

34. International Schools and International Boarders Annex

☐ Applicable ☒ Not Applicable

The Charterhouse Family recognises that international schools may operate within differing legal, cultural and safeguarding frameworks.

All international schools are expected to uphold Charterhouse Family safeguarding standards whilst complying with local legal requirements.

Where local requirements provide a lower level of protection than Charterhouse Family expectations, schools should seek to apply the higher safeguarding standard wherever legally permissible.

34.1. Overseas Guardians

Where pupils reside away from parents or legal guardians, they must establish appropriate guardianship arrangements.

Schools should ensure that:

- guardian information is current and verified;

- responsibilities are clearly understood;
- safeguarding expectations are communicated;
- emergency arrangements are in place;
- contact information is regularly reviewed.

34.2. Host Families

Where host family arrangements are used, schools should maintain oversight appropriate to local circumstances.

Schools should consider:

- suitability assessments;
- safeguarding expectations;
- emergency contact arrangements;
- welfare monitoring;
- communication with pupils and parents.

Host family arrangements should prioritise the safety and wellbeing of children.

34.3. Student Travel

Schools should maintain appropriate supervision and safeguarding arrangements for pupil travel.

This may include:

- airport transfers;
- school transport;
- educational visits;
- overseas trips;
- travel during school holidays.

Risk assessments should take account of safeguarding, welfare and local contextual risks.

34.4. Repatriation Concerns

Schools should consider safeguarding implications where pupils:

- return to another country;
- relocate unexpectedly;
- experience family breakdown abroad;
- require emergency travel arrangements.

The welfare and safety of the child should remain central to decision-making.

34.5. Immigration and Sponsorship

Schools hosting international pupils should remain alert to safeguarding concerns connected to:

- immigration arrangements;
- sponsorship responsibilities;
- documentation concerns;
- trafficking risks;
- exploitation linked to immigration status.

Children should never be disadvantaged in accessing safeguarding support because of their nationality, immigration status or place of residence.

34.6. Local Child Protection Requirements outside the UK

Where possible, schools shall:

- identify relevant child protection legislation;
- establish reporting procedures;
- maintain links with local child protection agencies;
- understand local referral thresholds;
- ensure staff understand local safeguarding responsibilities.

These arrangements should be clearly documented within the Local Arrangements Annex.

34.7. Cross-Border Information Sharing

Safeguarding concerns may involve multiple jurisdictions.

Schools should seek to ensure that:

- information is shared lawfully and appropriately;
- children's welfare remains the primary consideration;
- safeguarding records transfer securely;
- relevant agencies are consulted where necessary.

Particular care should be taken when pupils move between schools, countries or safeguarding systems.

35. Early Years Annex

☒ Applicable ☐ Not Applicable

The Charterhouse Family recognises that young children require safeguarding arrangements that reflect their age, developmental stage and vulnerability.

Schools providing Early Years provision shall comply with relevant early years safeguarding and welfare requirements within their jurisdiction.

35.1. EYFS Requirements

Schools must ensure that:

- safeguarding arrangements are appropriate for younger children;

- suitable ratios and supervision arrangements are maintained;
- recruitment and suitability requirements are met;
- safeguarding training reflects Early Years responsibilities;
- children are protected from harm and abuse.

Provision should promote children's welfare, safety and development.

35.2. Mobile Devices

Schools shall maintain clear procedures governing the use of mobile phones, cameras and other image-capturing devices within Early Years settings.

These procedures should seek to:

- protect children from inappropriate image capture;
- support safeguarding and privacy;
- ensure secure storage of images;
- regulate staff use of personal devices.

35.3. Intimate Care

Schools shall maintain clear intimate care procedures.

These should ensure:

- dignity and respect;
- safeguarding oversight;
- communication with parents;
- appropriate staffing arrangements;
- accurate record keeping.

Children should be supported in a manner that promotes safety, wellbeing and personal dignity.

35.4. Key Person System

Where applicable, schools should operate a Key Person system which:

- supports emotional wellbeing;
- promotes secure relationships;
- facilitates communication with parents;
- enables early identification of safeguarding concerns.

The Key Person should play an important role in monitoring welfare, development and wellbeing.

36. Prep School Annex

☒ Applicable ☐ Not Applicable

The Charterhouse Family recognises that younger children may require different safeguarding approaches from those used with older pupils.

Preparatory schools should ensure that safeguarding provision reflects children's age, maturity and developmental needs.

36.1. Age-Appropriate Safeguarding

Safeguarding education should be age-appropriate and accessible.

This may include:

- personal safety;
- trusted adults;
- healthy friendships;
- online safety;
- recognising worries and concerns;
- understanding personal boundaries.

Children should be encouraged to seek help whenever they feel unsafe, worried or unsure.

36.2. Parent Partnerships

The School recognises the importance of strong relationships with parents and carers.

Prep schools should seek to:

- communicate safeguarding expectations clearly;
- support parents in understanding safeguarding risks;
- encourage collaborative approaches;
- provide opportunities for discussion and engagement.

Partnership working should support children's safety, wellbeing and development.

36.3. Supervision Arrangements

Prep schools should maintain robust supervision arrangements appropriate to the age and needs of pupils.

Consideration should be given to:

- arrival and departure procedures;
- break and lunchtime supervision;
- educational visits;
- transport arrangements;
- extra-curricular activities;
- changing rooms and welfare facilities.

Risk assessments should reflect developmental needs and local safeguarding risks.

36.4. Transition Safeguarding

The School recognises that periods of transition may increase vulnerability.

Transitions may include:

- moving between year groups;
- transfer to senior school;
- joining a new school;
- family relocation;
- boarding transitions.

Schools should ensure that:

- relevant safeguarding information is shared appropriately;
- children receive suitable support;
- vulnerabilities are identified early;
- pastoral arrangements support successful transition.

The Charterhouse Family believes that effective safeguarding arrangements should reflect the unique characteristics of each educational setting whilst maintaining a consistent commitment to the protection, welfare and wellbeing of all children.

PART 9: AMESBURY SCHOOL ARRANGEMENTS

37. Key Contacts

Role / service	Contact details
Designated Safeguarding Lead	Michael Armitage 01428 604322 / 01428 602164 m.armitage@amesburyschool.co.uk
Deputy Designated Safeguarding Leads	Samantha Hopwood; Lucy Noe; Tan Rathmell; Lucy Ashton; Stuart Brown; Nick Randall; Michelle Thurley; Sally Beglin; Bex Johnson; Sarah Page
Head	Gavin Franklin 01428 604322 g.franklin@amesburyschool.co.uk
Chair of Governors	Mark Bishop clerktogoverningbody@charterhouse.org.uk
Nominated Safeguarding Governor	Jill Tait-Harris j.tait-harris@amesburyschool.co.uk
EYFS safeguarding lead	Michelle Thurley 01428 604322 m.thurley@amesburyschool.co.uk
Safeguarding mailbox	safeguarding@amesburyschool.co.uk
Surrey LADO	0300 123 1650 LADO@surreycc.gov.uk

Surrey Children's Services / C-SPA	0300 470 9100 csmash@surreycc.gov.uk
Emergency Duty Team	01483 517 898 edt.ssd@surreycc.gov.uk
Police / emergency services	999 in an emergency 101 non-emergency
Prevent advice and referrals	Follow the school's normal safeguarding route through the DSL; urgent risk: 999; Surrey Children's Services: 0300 470 9100

School holiday arrangements

During school holidays, the safeguarding team monitors safeguarding@amesburyschool.co.uk daily. The mailbox is monitored by Michael Armitage, Nick Randall and Michelle Thurley. If a child is in immediate danger, call 999. For other serious or urgent safeguarding concerns, contact Surrey Children's Services on 0300 470 9100, or the Emergency Duty Team on 01483 517 898 outside normal office hours, rather than waiting for a reply to the safeguarding mailbox.

38. Local Safeguarding Context

Amesbury School is a co-educational preparatory school with Early Years provision and flexi-boarding from Monday to Thursday. The school adopts a contextual safeguarding approach and reviews risks arising from the school environment, pupil needs and wider societal issues.

The principal local contextual factors are:

- affluent neglect, including the risk that unmet emotional, educational or welfare needs may be less visible because of family circumstances;
- Emotionally Based School Avoidance (EBSA), persistent or emerging attendance concerns, and the safeguarding implications of reduced engagement with education;
- mental health and emotional wellbeing concerns, which may require early identification, pastoral support and referral to specialist services;
- the school boundary adjoining woodland and a neighbouring closed school site;
- a single vehicle access road running adjacent to the main field;
- the use of Fyfield, an off-site sports ground, for fixtures and supervised games and PE lessons;
- online harms and emerging technologies, which remain under review even though no specific local radicalisation concern has been identified.

No current local intelligence has identified specific concerns relating to county lines, nearby transport hubs, town-centre hotspots or radicalisation. The absence of identified concerns does not reduce the school's expectation that staff remain vigilant and professionally curious.

The school manages these risks through:

- appropriate staff supervision and duty arrangements;

- secure fencing, controlled access and a visitor sign-in system;
- pastoral, attendance and safeguarding monitoring, with concerns recorded on CPOMS;
- early intervention and appropriate work with families and external agencies;
- liaison with Surrey Police and local safeguarding partners where required;
- age-appropriate safeguarding education through PSHE, assemblies, online safety education and the wider curriculum.

39. Local Reporting Routes

All safeguarding concerns must be acted upon and recorded without delay. The local reporting route is:

Concern identified or disclosure received → immediate safety considered → DSL or DDSL informed → concern recorded on CPOMS → referral to Surrey Children's Services, Police, LADO, Prevent or another agency where required → escalation and professional challenge if the child remains at risk.

Immediate risk

Where a child is in immediate danger or at risk of significant harm, staff must take immediate protective action and contact emergency services and/or Surrey Children's Services. The DSL or a DDSL must be informed as soon as possible. The absence of the DSL must never delay action.

Concerns about adults

- Concerns or allegations about a member of staff, supply staff member, volunteer or contractor must be reported to the Head.
- Concerns or allegations about the Head must be reported to the Chair of Governors and referred to the LADO in accordance with local procedures.
- Low-level concerns must be shared with the Head without delay. A low-level concern about the Head must be referred to the Chair of Governors.

Escalation

If a member of staff believes that appropriate action has not been taken or that a child remains at risk, they must raise this with the DSL and Head, use the school's professional challenge and whistleblowing routes, and contact external safeguarding authorities directly where necessary.

40. Local Recording Guidance

Amesbury uses CPOMS as its approved electronic safeguarding recording system. All safeguarding concerns, discussions, actions, decisions and reasons for decisions must be recorded as soon as possible and on the same day wherever practicable.

Records must include:

- the child concerned and all relevant people or witnesses;

- a factual account of the concern, including the child's own words in quotation marks where possible;
- the date, time, location and circumstances;
- what was observed, said and done, by whom and in whose presence;
- who was informed, immediate protective action taken, referrals made and follow-up required;
- the decision reached and the reason for that decision.

Records must distinguish clearly between fact, professional judgement and third-party information. They must not include speculation, assumptions, diagnoses or judgemental language. CPOMS records are confidential and accessible only to authorised staff on a need-to-know basis.

Where a concern relates to harmful sexual behaviour, the disclosure should, where possible, be managed with two members of staff present, preferably including the DSL or a DDSL. Any handwritten notes must be passed securely to the DSL and handled in accordance with safeguarding record-retention requirements.

41. Local Managing Disclosures Guidance

When a child makes a disclosure, staff must:

- listen carefully, remain calm and allow the child to speak;
- reassure the child that they have done the right thing by speaking;
- avoid promising confidentiality and explain that information must be shared with people who can help keep them safe;
- use only minimal, open prompts where clarification is necessary, for example: Tell me, Explain, Describe;
- avoid leading questions, investigation, confrontation or expressions of shock or disbelief;
- consider the child's immediate safety and do not leave a child unsupported where there is an immediate risk;
- report the disclosure immediately to the DSL or a DDSL and complete an accurate CPOMS record.

The responsibility of staff is to receive and report information, not to investigate. The child's wishes and feelings should be considered, but they do not override the duty to take action when a child may be at risk of harm.

42. Local Areas of Risk

Area of risk	Local context	Mitigation and management
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Site boundaries and neighbouring land	Woodland borders the site and a closed school site is adjacent.	Secure fencing and controlled access; staff supervision; visitor sign-in arrangements; regular review of site security and any emerging concerns.
Vehicle movements	A single access road runs adjacent to the main field.	Supervised arrival and departure arrangements; controlled vehicle movement; relevant operational risk assessments.
Minibus transport	Minibuses are used for fixtures, visits and other school activities.	Approved drivers and vehicle procedures; pupil supervision; journey and activity risk assessments; communication and emergency arrangements.
Off-site sport at Fyfield	Fyfield is used only for fixtures and supervised games and PE lessons.	Appropriate staff-to-pupil ratios; transport, communication and supervision arrangements; activity-specific risk assessments.
Forest School	Forest School operates on the school site.	Trained staff; site and activity risk assessments; appropriate supervision; clear boundaries and emergency arrangements.
Flexi-boarding	Boarding operates Monday to Thursday.	Boarding safeguarding procedures; trained staff; clear reporting routes; residential supervision and risk assessment; communication between boarding and safeguarding teams.
Wraparound care	Breakfast, after-school and extended provision are managed in-house.	Amesbury safeguarding procedures apply; appropriate staffing and supervision; clear collection and reporting arrangements.
Attendance and wellbeing	EBSA, mental health and emotional wellbeing concerns are recognised local priorities.	Attendance monitoring; pastoral and safeguarding review; early intervention; work with families and specialist services where appropriate.
Affluent neglect	Safeguarding needs may be less visible where material needs appear to be met.	Professional curiosity; cumulative monitoring on CPOMS; staff training; early help and multi-agency referral where thresholds are met.

43. Lettings, Off-Site and Extended School Arrangements

Where activities are organised and managed directly by Amesbury School, including in-house wraparound care, this safeguarding policy and the school's reporting procedures apply.

Where the school premises are used by an external organisation or individual, the school will seek assurance that appropriate safeguarding and child protection policies, safer recruitment checks and reporting arrangements are in place. Safeguarding requirements will form part of the agreement, and

failure to comply may result in termination of the arrangement. The provider must know how to contact the school's DSL or a DDSL and how to report a concern involving an Amesbury pupil.

For off-site activities, including sports fixtures and use of Fyfield, the school will ensure that effective safeguarding arrangements are supported by appropriate supervision, transport arrangements, communication procedures and risk assessments.

Where alternative provision is used, Amesbury remains responsible for the pupil's safety and wellbeing. The school will obtain written assurance that appropriate safeguarding checks have been completed, maintain details of where the pupil is educated, monitor attendance and welfare, and review the placement regularly and whenever a safeguarding concern arises.

Linked Amesbury policies include: Recruitment Policy; E-Safety Policy; Attendance Policy; Missing Child Policy; Staff Code of Conduct; Behaviour Policy; RE/RSE Policy; Whistleblowing Policy; and AI Policy.

APPENDICES

Appendix A - Safeguarding Training Requirements

Training Principles

The Charterhouse Family is committed to ensuring that all staff receive high-quality safeguarding training appropriate to their role and responsibilities.

Training shall:

- be regular;
- be relevant;
- be proportionate;
- reflect local safeguarding risks;
- support continuous professional development.

All Staff

All staff must receive:

At Induction

- safeguarding policy;
- staff code of conduct;
- reporting procedures;
- child protection processes;
- whistleblowing procedures;
- behaviour expectations;
- online safety.

Ongoing

- annual safeguarding training;
- regular safeguarding updates;
- local safeguarding briefings;

- emerging risk updates.

Training should include:

- recognising abuse;
- child-on-child abuse;
- online safety;
- mental health;
- exploitation;
- professional curiosity;
- recording concerns.

Designated Safeguarding Leads

DSLs and Deputies should receive enhanced training covering:

- child protection leadership;
- threshold decision-making;
- managing referrals;
- allegations management;
- record keeping;
- multi-agency working;
- contextual safeguarding;
- online safety leadership;
- safeguarding audits;
- International pupils and cultural considerations;
- Roles and responsibilities of the designated teacher's statutory government guidance for children looked after;
- serious incident management.

Enhanced DSL training should be refreshed regularly in accordance with local requirements.

Heads of School and Senior Leaders

Training should include:

- strategic safeguarding leadership;
- governance accountability;
- allegations management;
- low-level concerns;
- serious incident reporting;
- safeguarding culture;
- safer recruitment.

Governors

Training should include:

- governance responsibilities;

- safeguarding assurance;
- strategic oversight;
- safeguarding reporting;
- safer recruitment;
- allegations procedures;
- whistleblowing.

Boarding Staff

Where applicable, training should also include:

- residential safeguarding;
- missing boarders;
- overnight supervision;
- boundaries and professional conduct;
- boarding-specific safeguarding risks.

Early Years Staff

Where applicable, training should include:

- early years safeguarding requirements;
- intimate care;
- child development;
- supervision requirements;
- early help.

International Schools

Where applicable, training should include:

- local safeguarding law;
- cross-border safeguarding;
- guardianship arrangements;
- international referrals;
- cultural considerations.

Emerging Safeguarding Risks

All schools should ensure staff receive updates regarding emerging safeguarding issues, including:

- artificial intelligence;
- deepfakes;
- sextortion;
- online exploitation;
- serious youth violence;
- wellbeing and mental health;
- evolving safeguarding legislation and guidance.

Training Records

Schools shall maintain records of:

- training undertaken;
- attendance;
- refresher training;
- role-specific training;
- safeguarding qualifications.

Training compliance should be reviewed through safeguarding assurance and governance processes.

Appendix B – Linked Policies

Linked Policies (which may include):

- Staff Code of Conduct (including use of social media)
- Managing Allegations and Low-Level Concerns
- AI Policy
- Online Safety Policy
- Visitor and Contractor Policy
- Learning Support & SEND Policy
- Children Missing Education and EOTAS Policy
- Pupil Social Media Policy
- Resident Staff in Boarding Accommodation Policy
- Touch and the Use of Restrictive Interventions
- Whistleblowing Policy

Appendix C - The Law (legislation and statutory guidance)

In addition to their local Safeguarding Children Partnership's arrangements, all Charterhouse Family Schools follow the laws and statutory guidance below:

- Working Together to Safeguard Children which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- 'What to do if you are Worried a Child is Being Abused' 2015 - Advice for Practitioners
- Keeping Children Safe in Education is statutory guidance issued by the Department for Education (DfE) which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- Early years foundation stage (EYFS) statutory framework is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5 years in Ofsted registered settings. [DELETE IF NOT APPROPRIATE TO YOUR SCHOOL] (Should be read alongside KCSIE where children aged 0 to 5 attend school-based nurseries or reception classes).
- Relationships and sex education (RSE) and health education - GOV.UK This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996
- Education Act 2002, section 175/The Education (Independent School Standards) Regulations 2014/Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015

places a duty on maintained/independent schools (including academies)/non-maintained special schools and local authorities to keep children safe and promote their welfare.

- The Children Act 1989 is the main source of child safety law for England and Wales. The Act gives the basis for most of children's services' duties and responsibilities towards children and their families. It also provides the legal framework for the child protection system. The 2004 amendment is used alongside the Act.
- The Children Act 1989 Care Planning, Placement and Case Review sets out what responsibilities education settings have for children looked after by the local authority.
- The Human Rights Act 1998 sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (the Convention) that apply in the UK. Experiencing harassment, violence, and/or abuse, including that of a sexual nature, may breach any or all of these rights.
- The Equality Act 2010 states that schools and colleges must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our children with protected characteristics to make sure their needs are met. The Equality Act 2010: advice for schools advises us further.
- Sport – this section does not apply to colleges outside the “further education sector” as defined by the Further and Higher Education Act 1992 **[Amend as appropriate]**:
As children get older, some sports are typically taught and played in single-sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport whereby we can separate children according to their biological sex without discriminating lawfully against them where physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa) or to ensure safety. Where there are no safety concerns and a child makes a request relating to how they participate, we will consider the request in light of the advice on “considering requests for support with social transition” (see KCSIE page 65).
- The Public Sector Equality Duty (PSED) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some children may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination. It is important to make sure we foster good relations between those who share a protected characteristic and those who do not, and work to make sure children have equal opportunities. We give specific attention to this duty when we write our policies or make any decisions about how our school is run.
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and the Childcare Act 2006 set out who is disqualified from working with children. Remove if this does not apply to your school (only applies to schools with children under 8).

Regulations and safeguarding requirements relating to school premises

Toilets - This section does not apply to colleges outside the “further education sector” as defined by the Further and Higher Education Act 1992. (While colleges are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply):

We do not allow children into toilets designated for the opposite biological sex. Separate toilets are provided for boys and girls. Should a child not want to use the toilet designated for their biological sex, we will consider whether we can provide an alternative toilet facility which will not compromise the safety, comfort, privacy or dignity of the child or of other children. All such requests will be recorded, communicated and reviewed regularly.

Changing Rooms and Showers - This section does not apply to colleges outside the “further education sector” as defined by the Further and Higher Education Act 1992. (While colleges are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply).

We provide suitable changing accommodation and showers for pupils having regard for their age, numbers and sex and any special requirements they may have. Should a child not want to use the changing rooms and showers designated for their sex, we will consider whether we can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. All such requests will be recorded, communicated and reviewed regularly.

More legislation is covered throughout this policy in their relevant sections. Some government guidance is not statutory - instead it supports practitioners, like school staff, in the decisions we make to keep children safe. Where possible, links to non-statutory guidance have been included in the relevant sections.

Appendix D - Nudes and Semi-Nudes

- **Report** it to your designated safeguarding lead (DSL) or equivalent immediately, using the school’s reporting procedures set out in this policy.
- **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 or a deputy.
- **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 or a deputy.

Staff reserve the right to confiscate a device in the possession of a child if they have concerns about sharing nudes or semi-nudes in relation to the device. This is consistent with the Searching, screening and confiscation: advice for schools guidance.

The DSL will follow the government’s Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance. Once they are aware of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child or young person.
- If a referral should be made to the police and/or children’s social care.
- If it is necessary to view the image(s) in order to safeguard the child or young person – in most cases, images or videos should not be viewed.
- What further information is required to decide on the best response.

- Whether the image(s) has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the children or young people involved that would influence risk assessment.
- If there is a need to contact another education school or individual.
- Whether to contact parents or carers of the children or young people involved – in most cases they should be involved.

The DSL will make an immediate referral to the police and/or children's services if:

- The incident involves an adult.
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What they know about the images or videos suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent.
- The images involves sexual acts and any child in the images or videos is under 13.
- They have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example if they are presenting as suicidal or self-harming.
- They become aware of the making or sharing of nudes or semi-nudes.

If none of the above applies, we can decide to respond to the incident without involving the police or children's services. We may escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within our school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

The DSL or a deputy will contact children's services if any child or young person involved is already known to them. If, because of the investigation, the DSL (or equivalent) believes there are wider issues that meet the threshold for children's services' involvement, they will make a referral in line with this policy and local safeguarding procedures.

Viewing the imagery

The decision to view any imagery will be based on the professional judgement of the DSL or a deputy and will comply with this policy. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a child. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved.
- Is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down or support the child or parent/carers in making a report.
- Is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a school device or network.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online to limit any further sharing. This decision will be based on the DSL's or a deputy's judgement in line with the guidance. There is further information in the Sharing nudes and semi-nudes section of this policy.

Appendix E – Types of Abuse and Specific Safeguarding Concerns

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or

carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

We use the following guidance to help identify and address cases of neglect.

Abuse & Neglect - Surrey Safeguarding Children Partnership

Graded Care Profile 2

Surrey Neglect Screening Tool

Surrey Safeguarding Children Partnership Procedures Manual Recognising Abuse and Neglect

Handling Cases of Affluent Neglect in Schools

Indicators of abuse

The following list, provided by the NSPCC, covers some common indicators of abuse and neglect.

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which completely cover their body
- patterns of repeated lateness or absence

It is important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need ‘absolute proof’ that the child is at risk.

Specific safeguarding concerns

This section is based on Annex B of KCSIE. Annex B includes further information about other safeguarding issues to be aware of. **All concerns under this section should be addressed in line with the What to do if you have concerns about a child's welfare section of this document, unless stated otherwise.**

Children absent from education

All staff will be aware that children missing from education or persistently absent, without explanation and/or for prolonged periods can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Further, it may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so called ‘honour’-based abuse or risk of forced marriage. We are also aware that absence can increase any existing safeguarding risks.

Attendance is closely monitored at Charterhouse Family Schools to support us in identifying abuse and acting early. Our staff will be aware of our school's unauthorised absence and children missing education procedures. We notify children's services if a child who has a social worker is absent from school without a

suitable explanation. To support the school's procedure for addressing children missing or absent from education, we make sure we have more than one emergency contact number for each child. We work in partnership with local inclusion teams when patterns of absence give rise to concern, including notifying them when a child leaves our school without a new school being named.

Our attendance policy and procedures are set out in a separate document. We follow the government's [Working together to improve school attendance](#) statutory guidance which sets out how schools must work with the local authority children's services where school absence indicates safeguarding concerns.

Useful links:

[The Inclusion Service Resources Area \(Surrey Education Services\)](#)

[Inclusion Service - Pupils missing out on education \(PMOOE\) \(Surrey Education Services\)](#)

[Children Missing Education statutory government guidance](#)

[Surrey Safeguarding Children Partnership Procedures Manual Children Missing Education](#)

Anti-Bullying

Charterhouse Family Schools have separate school policies on anti-bullying which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).

They keep a record of known bullying incidents which is shared with and analysed by the Governing body. All staff are aware that children with SEND and/or children who identify as Lesbian, Gay, Bisexual, or questioning their gender, those from minority ethnic backgrounds, children open to children's services and children from low-income families are more susceptible to being bullied/victims of child abuse.

Risks can be compounded where children who have additional vulnerabilities lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Useful links:

[Surrey Safeguarding Children Partnership Procedures Manual Bullying](#)

[Behaviour in schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

[Preventing bullying - GOV.UK](#)

Guidance for schools on colleges on gender questioning children (currently in draft, to be finalised)

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

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

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the setting will consider the risks, given the additional vulnerabilities of these children.

Contextual safeguarding

Contextual safeguarding, also known as 'risk outside the home', is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Charterhouse Family Schools will maintain records of concerns about contextual safeguarding in accordance with our safeguarding procedures. We know the importance of information sharing, therefore if we identify contextual safeguarding concerns about the local area we will share this information with relevant partners. If there is a specific concern about a child, we will consult with children's services.

Useful links:

[Tackling Child Exploitation multi-agency Practice Principles](#)

[Contextual Safeguarding Network webpages](#)

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including financial exploitation and county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator and/or through violence or the threat of violence.

Both can occur online. Children can be exploited by adult males or females, as individuals, an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children both male and female and can include children who have been moved (trafficked). This may constitute modern slavery. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim. Our staff will be aware of a range of factors that could make a child more vulnerable to exploitation. We will provide additional support to children who have been exploited to help keep them in education.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse which can affect any child. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network. Most sexual abuse is committed by those previously known to the victim. Some children may not realise they are being exploited, for example believing they are in a genuine romantic relationship.

CSE can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development
- become pregnant

See the [Sharing nudes and semi-nudes](#) section below for details about 'sextortion'.

Child criminal exploitation (CCE)

We recognise children involved in CCE are victims, despite their engagement in crime. A child may have been criminally exploited even if the activity appears to be consensual. Staff will be aware that girls are at risk of criminal exploitation too, and that both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. CCE can include children being forced and/or manipulated:

- to work in cannabis factories.
- into moving drugs or money across the country (county lines).
- to shoplift or pickpocket.
- to threaten serious violence to others.
- into committing vehicle crime.

Useful links:

[Surrey Safeguarding Children Partnership Procedures Manual Child Sexual Exploitation](#)

[Surrey Safeguarding Children Partnership Procedures Manual Child Sexual Abuse in the Family Environment](#)

[Surrey Safeguarding Children Partnership Procedures Manual Child Criminal Exploitation](#)

[Crime - Surrey Safeguarding Children Partnership](#)

[Child sexual exploitation - Surrey County Council](#)

[Child sexual exploitation | Surrey Police](#)

[CEOP Safety Centre](#)

[Home | CSA Centre](#)

[Centre of expertise on child sexual abuse](#)

[Preventing Child Sexual Exploitation](#)

[Lucy Faithfull Foundation webpages](#)

[Child sexual exploitation: definition and guide for practitioners](#)

Serious violence

Staff will be aware that serious violence may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying and can also be associated with criminal exploitation.

Staff will report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL or DDSL.

Staff will be aware of the indicators, which may signal children are at risk from, or are involved in serious violence.

These may include:

- increased absence from school.
- a change in friendships or relationships with older individuals or groups.
- a significant decline in performance.
- signs of self-harm or a significant change in wellbeing.
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions (could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation).

All staff are aware of the range of risk factors increasing the likelihood of involvement in serious violence, such as:

- being male.
- having been suspended, spent time in Alternative Provision or permanently excluded from school.
- having experienced child maltreatment.
- having been involved in offending, such as theft or robbery.

Being the victim of, carrying out or allegedly carrying out serious violence (e.g. knife crime) may indicate that a child is involved in county lines.

Useful links:

[Home Office – Serious Violence Strategy, April 2018](#)

[Homepage - Surrey Safeguarding Children Partnership](#)

[Crime - Surrey Safeguarding Children Partnership](#)

[Preventing youth violence and gang involvement government guidance](#)

[Criminal exploitation of children and vulnerable adults: county lines government guidance](#)

[Child exploitation | Catch22](#)

[Keeping kids safe - Children's Commissioner for England | Children's Commissioner for England](#)

Children who run away or go missing from education, home or care

We recognise that children who run away, go missing or are absent from education and their normal residence are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. The statutory guidance [Children Who Run Away or go Missing from Home or Care](#) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

Useful links:

[Multi agency risk assessment conferences | Healthy Surrey](#)

Mental health

With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. We recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves.

Charterhouse Family Schools aim to promote positive mental health for all staff and children. To do so, we take into account the government's [Mental health and behaviour in schools guidance](#). We will ensure early targeted support is provided and liaise with/refer to specialist services where needed. The DSL will consider whether to inform parents/carers to support the child's wellbeing, where doing so would not place the child at additional risk.

Useful Links:

[Mindworks Surrey](#)

Mind

NSPCC: Child mental health

Homepage - Surrey Safeguarding Children Partnership

Mental health and behaviour in schools - GOV.UK

Promoting Children and Young People's Emotional Health and Wellbeing GOV.UK

Better Health Every Mind Matters | Campaigns | Campaign Resource Centre

Domestic Abuse

Domestic abuse can include a wide range of behaviours and may be a single or pattern of incidents. This form of abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional, and includes coercive or controlling behaviour. It can take place inside and outside the home. The Domestic Abuse Act 2021 states that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse including physical, sexual, emotional abuse and stalking).

These experiences can have a serious and long-term impact on a child's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Act states that domestic abuse occurs between at least two people over the age of 16. Therefore, legally, some older children can also commit domestic abuse either in their own intimate relationships or against their parents/carers.

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

Useful links:

Surrey Safeguarding Children Partnership Procedures Manual - Domestic Abuse

Homepage - Surrey Safeguarding Children Partnership

Surrey Against Domestic Abuse Strategy 2024-2029 | Healthy Surrey

Multi agency risk assessment conferences | Healthy Surrey

Request information under Clare's Law: Make a Domestic Violence Disclosure Scheme (DVDS) application | Metropolitan Police

NSPCC-UK domestic abuse Signs Symptoms Effects

Refuge what is domestic abuse/effects of domestic abuse on children

Safe Young Lives | Young people & domestic abuse - SafeLives

Domestic abuse: specialist sources of support - GOV.UK (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Homelessness

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

Indicators that a family may be at risk of homelessness include household debt, including new poverty induced by the pandemic; rent arrears; domestic abuse and antisocial behaviour; and/or the family being asked to leave a property. If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

Useful links:

[Homelessness Reduction Act Factsheets - GOV.UK](#)

Child-on-child abuse (including harassment and violence)

We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside school and online. This can include, but is not limited to:

- bullying (including online bullying, prejudice-based and discriminatory bullying).
- abuse between children in an intimate relationship.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online).
- physical assault and harm, or the threat of harm with a weapon
- sexual violence, such as rape, assault by penetration and sexual assault (including when a child encourages or threatens this online).
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- sexual harassment, such as sexual comments, jokes and online sexual harassment.
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- upskirting and initiation/hazing type violence and rituals.

Older children may use any type of child-on-child abuse to 'recruit' younger children into gangs, especially in areas where gangs are prevalent. Young people experiencing child sexual exploitation first hand may be forced to 'recruit' other young people using types of child-on-child abuse. We are aware that boys are more likely to carry out child-on-child abuse and girls are more likely to be impacted by it, but all child-on-child abuse is unacceptable and will be taken seriously.

The Charterhouse Family of Schools do not tolerate child-on-child abuse. We know that even when there are no reported cases, it could still be happening but yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as "just banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children. For children to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it.

All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Child-on-child abuse is preventable, and staff know how to recognise behaviours and indicators of risk early and that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

- Our staff read this policy.
- Our staff are trained to spot the signs that a child is, or may be experiencing, child-on-child abuse and how to report it. They maintain an attitude that 'it could happen here'.
- Our staff challenge any inappropriate behaviour between children, including the use of derogatory language.
- The behaviour policy, which includes our whole school response to abuse, makes sure everyone knows how to behave and how to respond consistently when children show unacceptable or abusive behaviour.
- In all areas of school life, such as lessons, assemblies and in the playground, we teach children how to act and to treat other people, including when they are online.
- We have effective systems in place for children to report child-on-child incidents.

Child-on-child sexual harassment and sexual violence

Our school is aware of Ofsted's Review of sexual abuse in schools and colleges. The review was carried out as a result of the large amount of testimonies shared on the Everyone's Invited website, which highlighted the prevalence of sexual harassment and sexual violence.

Charterhouse Family of Schools takes a zero-tolerance approach to sexual harassment and sexual violence.

We know that harmful sexual behaviour (HSB), sexual harassment and sexual violence can happen between two children of any age or sex, from a group of children to a single child or group of children, online and face to face. It is more likely that girls will be impacted by sexual harassment and sexual violence and more likely it will be perpetrated by boys. HSB exists on a continuum and may escalate into sexual harassment or sexual violence. They are never acceptable, and we will not tolerate them. National and local research has made us aware of the prevalence and normalisation of harassment and abuse in school-aged children. No reports does not mean it is not happening here.

Alongside girls, these groups are at higher risk of sexual harassment and sexual violence:

- children with SEND.
- children who are lesbian, gay, bisexual or questioning their gender or who are perceived to be lesbian, gay, bisexual or questioning their gender by their peers.

Children who are victims of sexual harassment and sexual violence will likely find the experience stressful and distressing. This will, in all likelihood, negatively affect their educational attainment and be worsened if the alleged perpetrator(s) attends the same school. If a child reports an incident, they will be reassured that they have done the right thing by telling a trusted adult, will be taken seriously, supported and kept safe. We will further reassure those affected that the law is there to protect them, not criminalise them.

We are aware that when a child reports sexual violence or harassment, this may only be the start of a larger disclosure that could transpire over time. When there are reports, we will always consider the effectiveness of our policies and procedures and whether any changes are necessary to reduce the risk of it happening again. This will be in line with the school maintaining a culture of safeguarding. We follow Part 5

of KCSIE when considering our response to sexual violence and sexual harassment. These are mainly captured in the [child-on-child abuse section](#) of this policy.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviours exist on a continuum. HSB refers to problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. HSB can occur online or face-to-face. We will always consider HSB in a child protection context. We recognise that children displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

When considering HSB, we will take into account the ages and the stages of development of the children. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Our DSL and deputy will:

- have a good understanding of HSB.
- assist in planning the curriculum aimed at preventing HSB.
- ensure staff spot and report inappropriate behaviour to prevent an escalation.
- incorporate our approach to sexual harassment and sexual violence into the whole school approach to safeguarding.

Each Charterhouse Family of School has a curriculum which addresses these issues via the following topics according to the age and stage of development of our children:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- consent

Useful links:

[Responding to children who display sexualised behaviour](#)

[Sexual development and behaviour in children | NSPCC Learning](#)

[Surrey Safeguarding Children Partnership Procedures Manual- Harmful Sexual Behaviour](#)

[NSPCC Harmful Sexual Behaviours](#)

[Stop it Now](#)

[Shore Space](#)

Upskirting

We ensure that all staff and children are aware that 'upskirting' is a criminal offence and will not be tolerated. The Criminal Prosecution Service (CPS) defines 'upskirting' as: "a colloquial term referring to the

action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission".

We will decide each incident on a case-by-case basis, with the DSL or a deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

Sharing nudes and semi-nudes

This is defined as the sending or posting of nudes or semi-nudes images, videos or live streams online by young people under the age of 18 ([UKCIS, 2024](#)). It is a form of child sexual abuse. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. While sharing nudes and semi-nudes of themselves or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily.

Children might share nudes because of threats and/or pressures from relationships. They might also want to send nudes, but this is usually because they believe they will get something in return. Sextortion is when someone threatens to share or distribute nudes or semi-nudes images of another person if they do not do what is asked. It can happen to anybody, but a large amount of cases involve teenage boys. The explicit imagery may be used to blackmail the young person into sending more images, money, or in some cases, into recruiting more victims. Images can be both real or generated by artificial intelligence.

We are aware of the [alert guidance](#) and support provided by the National Crime Agency and CEOP and will use it to respond to incidents.

So-called 'honour'-based abuse, including FGM and forced marriage

So-called 'honour'-based abuse (HBA) means incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. We are aware this abuse often involves a wider network of family or community pressure and can include multiple perpetrators. Therefore, we will consult with children's services before taking any form of action to reduce the dynamic and additional risk factors that might be present as a result.

Female genital mutilation (FGM)

Female genital mutilation (FGM) means all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL will make sure that staff have appropriate training to prepare them for spotting signs that a child has been affected by FGM or is at risk of FGM.

What to do if you have concerns about a child's welfare section of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM has been carried out or suspects that a child is at risk of FGM.

Signs that FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.

- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home ([NSPCC](#)).

Signs FGM might have taken place:

- having difficulty walking, standing or sitting.
- spending longer in the bathroom or toilet.
- appearing quiet, anxious or depressed.
- acting differently after an absence from school or college.
- reluctance to go to the doctors or have routine medical examinations.
- asking for help – though they might not be explicit about the problem because they are scared or embarrassed ([NSPCC](#)).

Useful information:

[Female Genital Mutilation Statutory Guidance](#)

[Surrey Safeguarding Children Partnership Procedures Manual Female Genital Mutilation](#)

Forced marriage

A forced marriage is non-consensual. Either person could be forced/pressured in several ways, including physically, psychologically, financially, sexually and emotionally. It is a criminal offence in England and Wales.

An arranged marriage is different. The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with those who are considered for marriage.

We are aware that the legal age for marriage in the UK has risen to 18, regardless of parental consent. The DSL will follow the local safeguarding procedure and, if necessary, seek advice from the Forced Marriage Unit on 020 7008 0151 if a concern comes to their attention.

Useful information:

[Freedom charity](#)

[Handling cases of forced marriage guidance](#)

[National FGM Centre](#)

[Forced marriage](#)

[Karma Nirvana](#)

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 child who is a potential victim and have just one chance to save a life.

The school is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

Modern slavery is a crime whereby a person uses another person, by means of deception or coercion, as a possession for the purposes of exploitation. We are aware modern slavery exists in the UK and that some victims are children.

Common places modern slavery occurs includes:

- The sex industry, including brothels.
- Retail: nail bars, hand car washes.
- Factories: food packing.
- Hospitality: fast-food outlets.
- Agriculture: fruit picking.
- Domestic labour: cooking, cleaning and childminding.

Victims can be forced into criminal activities such as cannabis production, theft or begging.

The DSL will seek advice and support from children's services who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

Useful links:

[Crime - Surrey Safeguarding Children Partnership](#)

[Modern slavery - GOV.UK](#)

[Modern slavery: how to identify and support victims](#)

[Behind the Behaviour: Identifying the criminal exploitation of migrant children | ECPAT UK](#)

[Protecting children from trafficking and modern slavery | NSPCC Learning](#)

[Surrey Safeguarding Children Partnership Procedures Manual Children from Abroad, including Victims of Modern Slavery, Trafficking and Exploitation](#)

Private Fostering

Definition: A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent, grandparent, aunt, uncle, step parent (including civil partnerships), sister or brother where the child is to be cared for in that person's home for 28 days or more.

A child who is looked after or placed in any residential home, hospital or school (where they are receiving full-time education) is excluded from the definition. In a private fostering arrangement, the parent retains parental responsibility.

However, Children under 16 who spend more than 2 weeks in residence during holiday time in a school, become privately fostered children for the purposes of the legislation during that holiday period. See also Schedule 8 (para 9) Children Act 1989.

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, (as per section 66(1)(a) and (b) of the Children Act 1989) with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

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

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

We are aware that by UK law, a parent or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. We have a duty to inform children's services of this arrangement if they have not been notified, but we will encourage parents and private foster carers to do so in the first instance. Where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify Children's Services immediately.

Useful links:

[Surrey Children's Services Procedure Manual Private Fostering](#)

[A5-Private-Fostering-leaflet.pdf](#)

Preventing radicalisation and extremism

While some children are more susceptible, any child can be radicalised into terrorism. We take our statutory duty to prevent children from becoming terrorists or supporting terrorism seriously.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. It can occur over a period of time or quickly.

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

Terrorism is an action that:

- endangers or causes serious violence to a person/people
- causes serious damage to property, or
- seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

To prevent children from being radicalised into terrorism, we make sure:

- Our filtering and monitoring systems will prevent and protect children from accessing extremist material.
- Children are taught about British Values and staying safe online via the curriculum.
- Children are provided with a safe space to discuss controversial issues and the skills they need to challenge extremist views.
- Staff are trained to spot the indicators of radicalisation and extremism and how to report concerns as soon as possible.
- The DSL attends Prevent awareness training and is aware of the latest guidance.
- We perform a risk assessment assessing how our learners or staff may be at risk of being radicalised into terrorism (including online) using the counter terrorism local profile and updates from the local partnership.

The [Educate against hate](#) government website lists signs that could indicate that a child is being radicalised:

- becoming increasingly argumentative
- refusing to listen to different points of view
- unwilling to engage with children who are different
- becoming abusive to children who are different
- embracing conspiracy theories
- feeling persecuted
- changing friends and appearance
- distancing themselves from old friends
- no longer doing things they used to enjoy
- converting to a new religion
- being secretive and reluctant to discuss their whereabouts
- changing online identity
- having more than one online identity
- spending a lot of time online or on the phone
- accessing extremist online content
- joining or trying to join an extremist organisation

If you have concerns that a child may be at risk of radicalisation or involvement in terrorism, go to Concerns about extremism and radicalisation section of this policy.

Useful links:

[Crime - Surrey Safeguarding Children Partnership](#)

[Prevent | Healthy Surrey](#)

[For Professionals - Prevent and Channel | Healthy Surrey](#)

[Protecting children from radicalisation: the prevent duty](#)

[Advice For Families | Counter Terrorism Policing](#)

Child abuse linked to faith or belief

This type of abuse can happen anywhere across any community and/or religion. There are a variety of definitions associated with abuse linked to faith or belief. It can include, but is not limited to, the concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs).
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context).
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies.
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

If you suspect a case of child abuse linked to faith or belief, follow the safeguarding procedures in this policy. In addition, the Metropolitan Police's Project Violet team can be contacted on the non-emergency, 24/7 number: 101.

Useful links:

[Child abuse linked to faith or belief | Surrey Police](#)

[Short YouTube introduction video](#)

Fabricated or induced illnesses

Charterhouse Family Schools are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our supporting children with medical needs policy details our procedure for ensuring reported medical needs are evidenced by medical professionals.

Useful link:

[The Royal College of Paediatrics and Child Health \(RCPCH\) guidance](#)