

Sundon Lower School

Safeguarding Procedures



Reviewed	September 2025
Policy Status	Statutory
Review Period	Annually (September 2026)
Person Responsible	Head Teacher

Post holders / Persons named in these Procedures

Safeguarding Governor: Tracey Dutton

Designated Safeguarding Lead (DSL): Richard Kingham

Deputy Designated Safeguarding Leads (DDSL):
Victoria Blunt, Sarah Sanby

Trust Executive Safeguarding Lead: Elaine Hughes

Prevent Duty Lead: Richard Kingham

SPOC: Richard Kingham

SENDCO: Richard Kingham

Senior Mental Health Lead: Sarah Sanby

Wellbeing Lead: Sarah Sanby

Pupil Disclosures and Safeguarding Concerns

The school will provide a safe and supportive environment for all pupils regardless of race, gender, sexual identity, age, ability, language, culture or religion. All of our pupils will feel listened to and supported.

The school recognises that certain groups of pupils e.g. those with a disability/SEN may be at more risk of abuse and/or less able to report it. The school provides training for staff on how to support these pupils and we have a designated support area. Our SENDCo is Richard Kingham (See our SEND policy.)

All Safeguarding concerns and disclosures from parents and pupils should be emailed to: office@Sundonlower.co.uk. Staff should log concerns on CPOMs.

The school will seek advice from agencies and/or refer to outside agencies as required e.g. Social Care, Police, CAMHS, Nursing Service.

Mental health concerns such as anxiety should be passed to the Senior Mental Health Lead, Wellbeing Lead and / or SENDCo in the first instance. They will work with relevant staff and seek outside support as required.

If there is both a mental health and safeguarding concern e.g. self-harm, this should be passed to the DSL: office@Sundonlower.co.uk or logged on CPOMs.

Where the situation does not meet the threshold for outside agency involvement but there are ongoing concerns, the school will work with the pupil and their family to ensure there is appropriate provision for them in school and outside of school, including the signposting of online and local authority services.

Staff acknowledge that children may not feel ready or know how to tell someone that they are being abused.

The school will attend professionals' meetings whenever possible and will share information with other agencies as required in accordance with legislation.

The school will always aim to work and communicate with parents, but this is not always possible for a range of reasons such as pupil confidentiality; advice from outside agencies; if we feel informing the parents would put a pupil at risk.

The school uses CPOMs to log Safeguarding concerns.

The school is aware that pupils are safer in school. The school will track attendance carefully and work with outside agencies such as the Local Authority Attendance Officers as needed. The school will follow procedure with regards to Children Missing in Education.

The Designated Safeguarding Lead or Deputies will disclose any information about a pupil to other members of staff on a need-to-know basis only.

All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies to safeguard children.

All staff members who encounter children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. (GDPR)

Staff Induction, Training and Development

All new members of staff will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to, and report any concerns, e-safety and familiarisation with the Trust safeguarding policy, school Safeguarding procedures, staff code of conduct, current Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, and other related policies.

There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education.

Staff on contracts to companies supplying contracted services, for example catering and cleaning staff will receive training by the Designated Safeguarding Lead (DSL) to complement that supplied by their employer.

All staff should read Part One in the current Keeping Children Safe in Education: Statutory guidance for schools and colleges (KCSIE). All staff should also read Annex A of the KCSIE guidance. Annex B contains important additional information about specific forms of abuse and safeguarding issues.

The school follows statutory guidance with regards to the Single Central Record and staff DBS clearance and Safer Recruitment.

Staff are aware of the need to report all concerns, including low level ones, to the Designated Safeguarding lead or one of the Deputy Safeguarding leads.

Prevent Duty

- The school works within the Prevent Duty framework to protect staff and pupils from potentially extremist views. If there is a concern the Prevent Duty Lead (Richard Kingham) will follow the Channel System. The first point of reference will be the Designated Safeguarding Lead, who will pass on the referral to counter terrorism.
- All staff know to report any concerns they may have regarding a pupil becoming radicalised. In the first instance, this should be a discussion with the DSL. Concerns should then be passed to the police on 101.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is

not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed

- If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Antiterrorist Hotline on 0800 789 321.

Female Genital Mutilation

Sundon Lower School recognises that all of our female pupils have the right to a life free from pain, menstrual problems and pregnancy complications that can be caused by female genital mutilation (FGM.)

FGM is illegal in the UK. Staff should report any concerns regarding FGM to the Safeguarding Team or if a pupil is at imminent risk call 101 or 999. The NSPCC has an advisory helpline: 0800 028350.

Mental Health and Safeguarding

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We know that staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken: a report to the Safeguarding Team must be actioned.

Social Media and Online Safety

"All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life" KCSIE

- All staff have a responsibility to teach pupils about online safety. This is delivered via assemblies, curriculum opportunities, and circle time.
- Pupils and staff should report any online bullying issues to the senior leadership team.
- Safeguarding issues, for example reports of distribution of indecent images, should be passed to the safeguarding team on: office@Sundonlowerschool.co.uk
- Filters for school email and internet use are provided by the school's internet provider, Schools Broadband. The DDSL receives a weekly report of any internet use that requires further investigation. Pupils are taught how to escalate concerns through online safety lessons in Computing and PSHE. Staff know how to escalate concerns when identified which is through regular training, policies and the staff handbook.

Use of Mobile Phones (Written in line with Guidance on Mobile Phones in Schools, 2026)

- Pupil Expectations- Both HLS and SLS are mobile phone-free zones for pupils. Any pupil devices brought for travel safety must be switched off and handed to the office/class teacher immediately upon arrival.
- Staff Professionalism and Modelling- In line with DfE 2026 guidance, staff must not use their personal mobile phones for personal reasons in the presence of pupils at any time during the school day. Personal phone use is strictly limited to:
 - o Designated Staff-Only Areas: (e.g., Staff Room, private offices)
 - o Emergency Situations: Where school landlines or internal systems are unavailable.

Staff may use mobile devices for professional purposes only when necessary (e.g., Multi-Factor Authentication for school systems or logging a CPOMs incident in a private setting).

- Safeguarding and Online Safety- Staff should not use personal devices to take photographs or videos of pupils. Only school- provided equipment (tablets/cameras) should be used for documenting learning or school events.

Any safeguarding concern arising from a pupil's digital footprint or mobile phone misuse must be logged on CPOMs and reported to the DSL (Nikki Mason for HLS / Richard Kingham for SLS) immediately.

Child on Child Abuse

Sundon Lower School recognises that children can abuse other children. This is generally referred to as Child on Child abuse (previously peer-on-peer abuse) and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

We make it clear that Sexual violence and Sexual harassment is not acceptable and is not tolerated. All staff should recognise that children can abuse their peers. This form of abuse should never be tolerated or passed off as "banter" or "part of growing up", "just having a laugh" or "boys being boys"; and we challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia.

Evidence shows that children with SEND and LGBT children are at greater risk. We recognise there is a need to educate all pupils about the risks and impact of sexual violence and sexual harassment. Sexual violence and sexual harassment can occur between two children of any age and sex.

It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. (KCSIE)

Sexual Violence: It is important that our staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

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

STAFF SHOULD BE AWARE OF THE IMPORTANCE OF:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. It is important that school and college staff are aware of sexual violence and the fact that children can, and sometime do abuse their peers in this way.

The response to a report of Sexual violence and/or Sexual harassment

- The initial response to a report from a child is important. How we respond to a report may encourage or undermine the confidence of the victim, or future victims, to report or come forward.

- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- We take incidents of texting seriously. Individuals will be dealt via behaviour and safeguarding routes once the report has been investigated. The victim will be given support.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.
- A victim should never be made to feel ashamed for making a report.
- It is important to note that children may not find it easy to tell staff about their abuse verbally. Pupils may show us signs that something is not right through their behaviours - in the hope that an adult will notice. Staff should never promise to keep a disclosure a secret.
- If staff have a concern about a child or a child makes a report to them, they should follow the school safeguarding reporting processes and report the concern immediately to the DSL via CPOMS.
- When there has been a report of sexual violence, and or harassment the safeguarding team will carefully consider any action or report. We understand that it is likely to be traumatic for the victim. Each report will be assessed on a case-by-case basis. The school will take advice from outside agencies such as the Police and Social Care as required. An immediate risk and needs assessment will take place. The risk and needs assessment will consider: the victim, especially their protection and support, the alleged perpetrator; and all the other children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them. Risk assessments will be recorded and will be kept under review. At all times, our school will be actively considering the risks posed to all our pupils and putting adequate measures in place to protect them and keep them safe.

There is an NSPCC helpline to support children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. The Report Abuse in Education helpline provides appropriate support and advice to victims of abuse, and concerned adults, including onward action such as contacting the police if they wish to.

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk. For more information visit the NSPCC website <https://www.nspcc.org.uk> or <https://www.nspcc.org.uk/keeping-children-safe/reportingabuse/report>

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- a) in exchange for something the victim needs or wants, and/or
- b) for the financial or other advantage of the perpetrator or facilitator and/or
- c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology. CCE can include children being forced to work in cannabis factories, being coerced into

moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

a) in exchange for something the victim needs or wants, and/or

b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

We should always follow Safeguarding procedures when dealing with CSE Sexual health and behaviour. More information include definitions and indicators are included in Annex A of the current Keeping Children safe in Education guidance.

Alternative provision

Where a pupil is placed at an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Domestic Abuse/Violence

Any form of domestic violence: psychological, physical, sexual, verbal, emotional or financial, should be reported to the Safeguarding Team. This applies if a child is a witness to domestic violence. This can impact on children, through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Contractors and Visitors

All visitors to the school should be noted in advance via email to the office. Visitors must sign in and out and wear a visitor's badge at all times. All visitors must be collected from Reception by the member of staff with whom they have an appointment. The member of staff is responsible for them whilst they are on the school premises.

Visitors that have provided a valid DBS certificate will receive a blue visitors lanyard. Visitors who have not provided a DBS certificate will receive a red visitors lanyard. Visitors with a red lanyard cannot be left unattended at any time and must be supervised by a member of staff.

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Contractors who work onsite will be expected to provide Letters of Comfort that confirm DBS clearance.

Values and Ethics

As a school, we understand that safeguarding is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future. Many of our lessons provide the best context for this learning and contribute to safeguarding.

Signing In and Out

All staff, visitors, and contractors must sign in at the main reception upon arrival and sign out when leaving the premises. This is regardless of the amount of time that they are in school for. This ensures that the school has an accurate record of everyone on site in case of emergencies, such as fire evacuations. Pupils who arrive late or leave during the school day must also be signed in or out by a parent, carer, or authorised adult. When pupils are collected during the school day, the collecting adult must be asked for the child's password before dismissal is permitted.

Doors

All external doors should be kept closed and secure at all times to prevent unauthorised access. Staff must ensure that anyone entering the building is signed in at reception and wearing a visitor badge. No one should allow unknown individuals to enter the premises without checking their identity and purpose for being on site. All adults in school are responsible for ensuring that external doors and gates are closed and secure and that visitors cannot tailgate into the building.

End of Day Password System

To ensure pupils are safely dismissed, a password system is in place for any adult collecting a child if they are not known to the staff member dismissing them. Even if the adult is a parent or carer, if they are unfamiliar to staff, they will be asked to provide the agreed password before the child is released. This ensures that only trusted adults can collect pupils, adding an extra layer of security. Passwords are stored on Integris and are also in folders in classrooms. Staff must always check the password carefully and report any concerns or discrepancies to the Designated Safeguarding Lead immediately.