All Saints Benhilton

Primary School

Child Protection and Safeguarding

Policy and Procedures

2025-2026

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



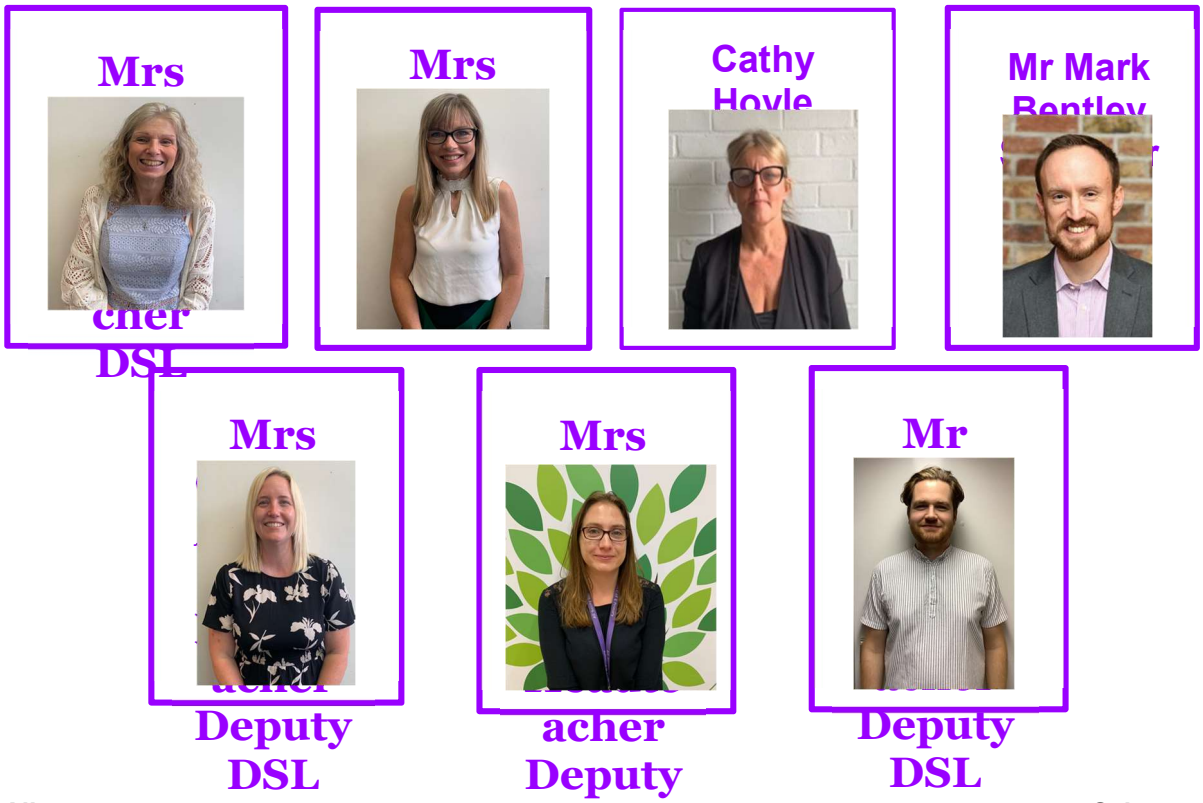
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If staff have any concerns about a child's welfare, they should act on them immediately!
Contact the Designated Safeguarding Lead immediately to enable the required support to be put in place as soon as possible.

Designated Safeguarding Leads (DSLs)



All Saints C of E Benhilton Primary School, All Saints Road, Sutton, Surrey SM1 3DA

Designated Safeguarding Leads	Deputy Designated Safeguarding Leads	SENCO	Mental Health Lead
Karen Stanley-Bristowe (Headteacher)	Leanne Craven (Assistant Headteacher)	John Belardini (Assistant Headteacher)	Lewis Owens
Vivienne Lupoli (Deputy Headteacher)	Lewis Owens (Assistant Headteacher)		
Catherine Hoyle (Family Liaison Officer)	Gemma Richardson (Assistant Headteacher)		
Governor for Child Protection: Mark Bentley	Lorraine Manning (BASC only)		

Section 1: Introduction

We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. All adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that is worrying them.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, always, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Contextual safeguarding (safeguarding incidents outside the school) must also be considered when looking at individual cases. All assessments will include this wider picture.

All staff, volunteers and governors of All Saints Benhilton Primary School must read, understand and agree to apply this policy as outlined in these pages in order to best keep children safe.

Further, all staff, students and volunteers must have read and signed to say they have understood:

- Part 1 of Keeping Children Safe in Education (2025)
- Annex B of Keeping Children Safe in Education (September 2025).
- Part five of Keeping Children Safe in Education: Child-on-child sexual violence and sexual harassment
- School Staff Handbook and Code of Conduct
- Behaviour Policy

All staff, students, volunteers and governors must also be aware of:

- The safeguarding response to children who go missing from education; and
- The role of the designated lead (including the identity of the designated leads and any deputies)
- The contextual risk of Domestic Abuse
- The requirement to teach road safety in light of the school's geographical setting
- The child protection policy.
- Online Safety (including Filtering and Monitoring).
- The behaviour policy

- The safeguarding response to children who are absent from education (section 14), on repeat occasions and/or prolonged periods or where the absence is persistent or unexplainable (Attendance policy).

- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies which can be found in the Staff Handbook and on our 'Safeguarding concerns' posters).

All Governors, Senior Leaders and Designated Safeguarding Leads must have read all parts of KCSIE 2025.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training is updated at least annually. In addition, all staff receive safeguarding and child protection (including online safety) updates through our weekly Wednesday safeguarding briefings and via email, e-bulletins, and staff meetings), as required, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

"THE WELFARE OF THE CHILD IS PARAMOUNT"

The safety and welfare of our pupils is of the utmost importance, ensuring that they are protected from maltreatment, impairment of their mental and physical health or development and that they are growing up in circumstances consistent with the provision of safe and effective care. We take action to enable all children to have the best outcomes. We have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. We maintain an 'it could happen here' attitude.

We know children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the people caring for them. We aim to have schools which are welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence. All necessary steps are taken to keep children safe and well.

Because of the day-to-day contact with children, our staff are trained to identify when a pupil may be at risk of harm and abuse and they report their concerns immediately. We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989/2004 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Children are taught about safeguarding, including sensitive issues and online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum e.g through our PSHE and RSE curriculum and Online Safety half term (Lent 1). We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. All children are taught to recognise when they are at risk and how to get help when they need it. All visitors are required to read and acknowledge the safeguarding procedures at All Saints Benhilton via the InVentry system; a hard copy is available in the reception area. Posters around the school signpost all staff and visitors to our safeguarding and child protection procedures.

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

Relevant issues for schools will be taught through Relationships Education (for all primary pupils) and Health Education which became compulsory in September 2020 and was updated in July 2025

Please refer to the statutory guidance for more information:
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Section 2: Purpose and Aims

Here at All Saints Benhilton, we seek to nurture and support our young people sharing our school vision and values in all we do. The elements in this policy and our procedures aim to:

- Ensure safer recruitment best-practice in checking the suitability of all our staff and volunteers to work with children including the completion of risk assessments.
- Ensure staff are appropriately trained.
- Raise awareness of safeguarding/child protection issues amongst all staff, supply, agency and volunteers and of what to do if they have concerns.
- Ensure all staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.
- Below are some safeguarding issues all staff should be aware of:
  Child-On-Child Abuse; Child Criminal Exploitation (CCE); Child Sexual Exploitation (CCE); Domestic Abuse; Female Genital Mutilation (FGM); Mental Health and Serious Violence (KCSIE, September 2025), as well as our contextual safeguarding awareness of Road Safety. Annex B in KCSIE contains important additional information about specific forms of abuse, exploitation, and safeguarding issues.

School and college leaders and those staff who work directly with children should read Annex B.

- Ensure that volunteers are appropriately supervised.
- Ensure that our procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.
- Ensure that our links with relevant agencies are effective and that we co-operate and work in a partnership regarding child protection matters, including attendance at case conferences and core group meetings.
- Ensure that our school environment is safe and is one in which children feel secure and are encouraged to talk freely about anything that concerns them.
- Ensure that children know there are adults in the school who they can approach if they are worried about anything.
- Ensure that students have a safe space to speak to a trusted adult where they can raise concerns.
- Ensure that the curriculum and other provision, including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip our pupils with the skills needed to feel safe and adopt safe practices to help them recognise risks and stay safe from abuse.
- Ensure that we support pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan.
- Ensure that we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure that staff follow accepted “safe practice” principles when working with pupils.
- Ensure that pupils are protected from all forms of harm.
- Ensure that the school creates an environment where staff are encouraged and feel confident to self refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection, they believe they have behaved in such a way that they consider falls below the expected professional standards.

If there are Child Protection concerns, the **London Child Protection Procedures** (*London Safeguarding Children Board, 7th edition, 2022 – last updated March 2025*) must be followed. This can be found at www.londoncp.co.uk. The Local Safeguarding Children Partnership (LSCP) has adopted these procedures.

As part of our school’s annual review of policies, this policy will be reviewed and updated in accordance with relevant legislation and Keeping Children Safe in Education statutory guidance.

In addition to our overarching Safeguarding and Child Protection Policy and Procedures, the following policies/ or procedure should also be considered:

Attendance, Induction, SEN, Pupil Premium, Equality, Health and Safety, Safer Recruitment, Attendance, Behaviour, Anti-bullying, Online Safety (including Filtering and Monitoring/mobile phone use), First Aid, Children with Medical Needs, Behaviour, PSHE & RSE, Data Protection, Whistleblowing and Educational Visits.

Section 3: Child Protection Procedures

When a child discloses, or you are aware there is a safeguarding issue:

- Do not delay
- Receive – listen to what the student wants to tell you
- Reassure – that they are believed, and their concern will be followed up
- React – ask open questions (Tell, Explain, Describe) and then speak to the DSL
- Record – make a written record (on CPOMS if possible) of the conversation and pass it to the DSL
- Refer – via the DSL and using Sutton CFCS referral process

Tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a lesson/meeting to do this – do not leave notes for, or send emails to, the Designated Safeguarding Leads as they may not get back to their desk until the end of the day once the pupil has gone home.

Early referral gives more time to offer help to the pupil and family before the situation becomes more serious. When the matter is already severe or serious, early referral gives more time for others to protect the pupil.

The Designated Safeguarding Lead may consult the Children's First Contact Service (CFCS).

It is important to remember that pupils may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Referral Process

Any member of staff can make a referral to the Children's First Contact Service (CFCS) or the Police, but they should always consult the Designated Safeguarding Lead wherever possible.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to be carried out on a girl under the age of 18, the teacher must report this to the police. The DSL will support teachers in making this police report; all staff should also refer internally in line with the child protection procedures outlined in this document.

The designated staff may contact the Children's First Contact Service (CFCS) to make a referral or take advice or contact the child's social worker (if allocated).

If staff are concerned that the child or family involved have been exposed to radicalisation or extremist behaviour, then they will make a Prevent referral. The referral form for Prevent can be found here:

Statutory Prevent Duty - Sutton Council

Remember:

- If in doubt, consult.
- Do not ignore concerns, even if these are vague.
- The first responsibility of staff is to the pupil.
- If you need help or support to manage your own feelings, this can usually be provided.

Contact with the family should always be discussed with the Designated Safeguarding Lead, who may consult the Children's First Contact Service (CFCS) or the Education Safeguarding Team.

In cases where a minor physical injury causes concern, then the school's policy for dealing with accidents should be followed and recorded on CPOMS where appropriate. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), advice must be taken immediately from the Children's First Contact Service (CFCS).

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help, but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children's First Contact Service and will normally advise the family of this unless specifically told otherwise.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children's First Contact Service before discussing this with the family.

For reference - a flow chart on how to manage disclosures of Physical Chastisement is now included in Sutton's Threshold Guidance.

Recording

- Where there are concerns about a pupil, our CPOMs files have an appropriate flag to indicate concern.
- All records relating to child welfare concerns will be kept on the pupil's child protection file and the file will be kept secure - a chronology of concern will be kept by the designated teacher;
- Written records and/or Impero captures of any concerns about pupils are kept, even where there is no need to refer the matter immediately.

- Information from records will only be accessed on a "need to know" basis; access is strictly controlled by the designated teacher.
- Key staff will need to know when a pupil is subject to a Child Protection Plan, so they can monitor the pupil's welfare.
- Records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school.
- When the pupil leaves the school, the new school will be informed that the school's records contain information about child protection concerns even where these are no longer current. Records should be sent to the new school in a way that is lawful in terms of data protection requirements.
- Records will be kept until the child is 18 years old by primary schools and 25 years old for secondary schools.

Working with other agencies

All school staff have a legal duty to assist local authority Children's Social Care or the Police when they are making enquiries about the welfare of pupils.Information about a pupil must therefore be shared on a "need to know" basis with other agencies. When telephone requests for information are received, always maintain security by checking the telephone number listing for the caller and calling back to a switchboard number before giving information or confirming the pupil is on the school roll. Always advise the designated teacher about such requests for information. Requests for attendance at meetings about individual pupils (e.g., child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting.

Reports should contain information about the child's:

- academic progress
- attendance
- behaviour
- relationships with children and adults
- family
- any other relevant matter.

Reports should be objective, distinguishing between fact, observation, allegation and opinion. Unless you specify otherwise, reports will normally be made available to the pupil's family.

Pupils subject to a Child Protection Plan

The school will be told by the relevant local authority when a pupil is subject to a Child Protection Plan. The name of the key social worker must be clearly recorded on the pupil's record. The school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil.

- When a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only for a day.
- When a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and

- When a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

Child's need for a social worker
Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCP) or national guidance.

Section 4: Links to other guidance

Although this list is not exhaustive, this policy and procedure also accords with:

- All Saints Benhilton Staff Handbook and Code of Conduct
- Keeping children safe in education 2025 (publishing.service.gov.uk)
- Working together to safeguard children - GOV.UK (www.gov.uk) Children's guide now included.
- Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Children Missing Education - Guidance for Local authorities (publishing.service.gov.uk)
- Education inspection framework (EIF) - GOV.UK (www.gov.uk)
- Inspecting schools: guide for maintained and academy schools - GOV.UK (www.gov.uk)
- Inspecting further education and skills: guide for providers - GOV.UK (www.gov.uk)
- Early years inspection handbook - GOV.UK (www.gov.uk)
- The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)
- Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
- Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)
- Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)
- What to do if you think a child is being abused (DfE March 2015)
- Section 5B of the Female Genital Mutilation Act (2003) Section 74 of the Serious Crime Act 2015
- Female Genital Mutilation: Resource Pack (Updated February 2023)
- Regulated activity in relation to children (2012)
- Teacher Status Checks (Updated April 2025)
- Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)

- Understanding sexualised behaviour in children | NSPCC Learning
- Searching, Screening and Confiscation (publishing.service.gov.uk)
- The designated teacher for looked-after and previously looked-after children (publishing.service.gov.uk)
- Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)
- Criminal exploitation of children and vulnerable adults: county lines (accessible version) - GOV.UK (www.gov.uk)
- Data protection: The Data Protection Act - GOV.UK (www.gov.uk)
- Data protection in schools - Guidance - GOV.UK (www.gov.uk)
- Mental health and behaviour in schools (publishing.service.gov.uk)
- young-people-who-self-harm-a-guide-for-school-staff.pdf (rcpsych.ac.uk)
- Safeguarding children and protecting professionals in early years settings: online safety considerations for managers - GOV.UK (www.gov.uk)
- Maintained schools governance guide - Guidance - GOV.UK (www.gov.uk)
- Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)
- Teaching online safety in schools - GOV.UK (www.gov.uk)
- Education for a Connected World (publishing.service.gov.uk)
- Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)
- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- Positive environments where children can flourish - GOV.UK (www.gov.uk)
- Safeguarding and remote education - GOV.UK (www.gov.uk)
- When-to-call-police-guidance-for-schools-and-colleges.pdf (governmentevents.co.uk)
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)
- After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk)
- Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (www.gov.uk)
- Implementation of the Marriage and Civil Partnership (Minimum Age) Act 2022 - GOV.UK (www.gov.uk)
- Working together to improve school attendance - GOV.UK (www.gov.uk)
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- Improving behaviour in schools - GOV.UK (www.gov.uk)
- Gender Questioning Children - non-statutory guidance (education.gov.uk)
- Mobile phones in schools - February 2024 (publishing.service.gov.uk)
- Alternative provision - GOV.UK
- Artificial Intelligence - DfE Guidance
- Unregistered independent schools and out-of-school settings - GOV.UK
- Out-of-school settings: safeguarding guidance for providers - GOV.UK

- DfE whistleblowing policy - GOV.UK
- Blowing the whistle to the Department for Education - GOV.UK
- Use of reasonable force in schools - GOV.UK
- Children's Wellbeing and Schools Bill
- Marriage And Civil Partnership (Minimum Age) Act 2022

Section 5: Safer Recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

In our recruitment and selection of staff and volunteers we will always adhere to the government guidance contained within “Working Together to Safeguard Children” (July 2018 – Updated July 2022 – currently under consultation) and ‘Keeping Children Safe in Education (DfE 2025).

For roles requiring teaching or regulated activity, appropriate checks are carried out, including online searches (as part of due diligence) and DBS checks.

We will ensure that:

- Our interview panel includes at least one member who has completed safer recruitment training
- We always follow up gaps in previous employment
- We always require specific references from employers for the last 5 years
- For all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received
- In addition to obtaining the DBS certificate, anyone who is employed to teach will undergo an additional check to ensure that they are not prohibited from teaching
- At All Saints Benhilton, we always verify a candidate's identity, checking the name on their birth certificate and being aware of the potential for individuals to change their name
- We carry out online checks for shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. We will inform shortlisted candidates that online searches may be done as part of due diligence checks and will involve:
    - Google search, looking at the first page of results:
    - • ‘Candidate name’
    - • ‘Candidate name’ + ‘current school/employment’
    - • ‘Candidate name’ + ‘previous school/employment’
    - • ‘Candidate name’ + ‘educational institution’
    - • ‘Candidate name’ + ‘job title’
    - Websites, candidate’s name typed into the search function of the following websites:
    - • LinkedIn
    - • X formerly known as Twitter (checked the top 10 results)
    - • Facebook (checked the top 10 results)
    - • Their current school’s website
- The searcher, who will not be connected with the recruitment process, will not share any irrelevant personal information from the search with the interviewers. They will only share information that suggests the candidate:
    - Is unqualified for the role
    - Poses a potential safeguarding risk

- Risks damaging the reputation of your school or trust

More information on DBS Checks can be found here:

Commonly asked questions – Cognus

(Please refer to our Safer Recruitment Policy for further information).

Section 6: Contractors and Outside Agencies

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure, as well as the staff code of conduct. The contractor or individual must agree to this in writing.

We require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Contractors may be vetted by the SDBE at the point of tender and safeguarding procedures discussed at the pre-site work meeting.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required (not including barred list information).

Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.

If a contractor working at a school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The identity of contractors and their staff will be checked on arrival at the school.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

Where the governing body hires or rents out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe. The governing body will seek assurance that the body concerned has received relevant safeguarding training and that appropriate safeguarding and child protection policies and procedures are in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or

hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If the school receives allegations about staff using our premises to run activities for children, we follow our safeguarding policy, including contacting the LADO.

Section 7: Site Security

All people on the site must adhere to the guidelines within this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

- Gates should be locked at 8.55am until 3pm and then at 3:25pm (Nursery pm at 12.35pm). Outside providers of after school activities must sign a contract to agree that they will not go into any outdoor area until all gates are locked and after 3:25pm.
- All Exit Doors accessible to visitors must be closed to prevent intrusion.
- The school will not request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The Headteacher will use his/her professional judgement about the need to escort or supervise visitors.
- For visitors who are attending in a professional capacity, their ID will be checked and assurance will be sought that the visitor has had the appropriate DBS check (or that the visitor's employers have confirmed that their staff have appropriate checks).
- For professionals from Cognus, Sutton Health & Care and London Borough of Sutton frontline staff, the school receives annual confirmation of vetting and this confirmation is stored with the SCR. As a result, staff are no longer required to present a copy of their DBS.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.
- All visitors are required to sign in at the main school reception where they will be given a visitor's badge. This will be returned to the main school reception on departure.

Section 8: Data Protection – Information and Records

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

All staff must maintain records and obtain and share information (with parents, carers, other professionals working with the child, police, social services and Ofsted as appropriate) to ensure safe and efficient management of the school, and to help ensure

the needs of all children are met. All staff must enable a regular two-way flow of information between parents and school.

Confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them. The Head teacher is aware of responsibilities under the latest Data Protection Act in England, including those imposed under the UK General Data Protection Regulation (UK GDPR). As a school we believe that protecting the data we hold about our children is a fundamental part of our safeguarding process and treats this information with as much importance as protecting the child themselves.

All staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way to ensure confidentiality. Parents and carers are given access to all records about their child provided that no relevant exemptions (information which could cause harm to the child or any other individual) apply to their disclosure under the DPA.

The GDPR imposes more stringent requirements on entities that deal with people's personal data. In school, this applies to all personally identifiable information held on staff, children and parents. We are fully committed to ensuring that it upholds the new rights granted to a person under the GDPR. Parents and carers should be aware that there are legal requirements that supersede data protection regulations. The school is required to share data with certain agencies under legal obligations.

For more information:
Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)

Section 9: Definition of Safeguarding and Child Protection

Safeguarding: is about every child and all we do at All Saints Benhilton is underpinned by these principles.

In relation to children and young people, safeguarding and promoting their welfare is defined in Keeping Children Safe in Education (September 2025) as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

In relation to children and young people, safeguarding and promoting their welfare is defined in Working Together to Safeguard Children (December 2023, Page 7/8) as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child Protection: Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online (Working Together to Safeguard Children December 2023).

Section 10: The four main forms of abuse

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

Abuse:
Physical abuse
Emotional abuse
Sexual abuse
Neglect

For more information and to access Sutton's Neglect Toolkit (Updated May 2025), please click the link below:

Sutton Local Safeguarding Children Partnership - LSCP Policy & Practice (suttonlscp.org.uk)

Section 11: Specific Safeguarding Issues

At All Saints Benhilton, we are aware that Safeguarding action may be needed to protect children and learners from specific safeguarding issues such as all those listed in KCSIE 2025. and note that this is not an exhaustive list – but is an indicator of some of the key issues of which staff may become aware.:

- Body Confidence and Self-Esteem;

- · Child abduction and community safety incidents;
- · Child Criminal Exploitation (CCE);
- · Child Sexual Exploitation (CSE);
- · Consent;
- · County lines;
- · Children and the court system;
- · Children who are absent from education;
- · Children with family members in prison;
- · Cybercrime;
- · Dangerous dogs;
- · Domestic abuse;
- · Homelessness;
- · Mental health;
- · Modern Slavery and the National Referral Mechanism;
- · Preventing radicalisation;
- · The Prevent duty;
- · Channel;
- · Sexual violence and sexual harassment between children in school's and colleges;
- · Serious Violence;
- · So-called 'honour'-based abuse (including FGM and Forced Marriage)
- · FGM;
- · FGM mandatory reporting duty for teachers;
- · Forced marriage;
- · Online Safety – New risks (misinformation, disinformation, conspiracy theories);
- · Urban exploring

Issues found to be most prevalent at All Saints Benhilton and within the wider community of Sutton, are physical chastisement, domestic abuse, online safety and mental health concerns for both parents/carers and pupils.

Please note this is not an exhaustive list – but indicators of some of the key issues of which staff may become aware.

Section 12: Early Help

Every family can go through difficult or challenging times at some point during their lives. If you are aware of a family that is experiencing problems, they may require support to help them to deal with difficult situations and make things better. Early Help services and support should be offered as soon as a problem or difficulty starts. This is to stop things from getting worse, and to make sure that the family gets the help that they need. The Early Help Assessment Tool (EHAT) is used by the DSLs to find out about the family so that we can understand the difficulties that they may be experiencing. The EHAT is used when a family would like support to help them with a difficulty; when a professional working with a family recognises that they may require extra support; when a family have lots of professionals working with them and services and information needs to be organised to help make things clearer for them, where the needs of the family are unknown or unmet. The EHAT is entirely consent based and the family can decide at any point that they no longer wish to engage with the process. An EHAT is confidential except where there is a risk of serious harm to a child or young person.

All school staff should be prepared to identify children who may benefit from **Early Help**. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All children, young people and families in Sutton can receive Early Help. This means offering information, advice, guidance, and support to families as soon as a concern emerges, or seems likely to emerge.In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment for which guidance will be provided by the designated safeguarding leads

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health, and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home or care.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody, or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.

For more information, please visit:
Sutton Local Safeguarding Children Partnership - Helping Early in Sutton (suttonlscp.org.uk)

Targeted Early Help service - Sutton Council

Home | Sutton Information Hub

Commonly asked questions – Cognus

Eligibility Criteria for Targeted Early Help Support in Sutton.docx

Signposting for families in times of need is vital, especially with the impact of the cost-of-living crisis. Further support is available at: Together for Sutton

Section 13: Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. At All Saints Benhilton, we have a senior mental health lead who is also a member of the senior leadership team and who is fully trained to assess need, and monitor interventions to support pupil and student progress. We aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Through a whole-school approach, we actively seek to promote emotional health and wellbeing by helping pupils to understand their feelings and the feelings of others.

Our School Vision and Values along with our role in school is to help our pupils to succeed and reach their potential by supporting them to be resilient and mentally healthy. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, 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. All staff may refer a child to the SENCO and/or Mental Health Lead should mental health concerns arise using our in-house Google referral form.

If staff have a concern regarding the Mental Health of a child, contact the Designated Safeguarding Lead, Mental Health Lead and/or SENCO immediately to enable the required support to be put in place as soon as possible.

For more information and support: Shout: The UK's free, confidential, 24/7 mental health text service | Shout 85258

Section 14: Children Missing Education (CME) and Elective Home Education (EHE)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community (KCSIE, September 2025).

We monitor attendance carefully using weekly attendance figures from View your education data (VYED) and address poor or irregular attendance without delay.
We will always follow up with parents/carers when pupils are not at school. This means we will endeavour to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if their numbers change.

Please note this is different for children who leave the school premises. If this happens, we will call the police and follow the child where possible and do not chase.

'Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (not in education, employment, or training) later in life' **(*Children Missing Education, August 2025*).**

For further guidance:

Sutton Local Safeguarding Children Partnership - LSCP Protocols (suttonlscp.org.uk)

Children Missing Education

In response to the guidance in Keeping Children Safe in Education (2025) the school follows the principle of 'first-day calling'. There are:

- Staff who understand what to do when children do not attend regularly
- Procedures for pupils being absent from education for prolonged periods and/or on repeat occasions to include but not limited to:
    a. A call / text to priority contacts once registers have closed at 9:05am
    b. Follow up phone call and email if no response to texts

    c. Repeat phone calls and emails across the school day
    d. A visit to the home address after school hours by two members of the Senior Leadership Team
    e. If no response from contacts or sightings of the missing pupils, the police and Children's First Contact Services will be notified by the end of the working day
- Staff who know the signs and triggers for travelling to conflict zones as well as an awareness of breast-ironing and so-called honour-based abuse (including FGM and forced marriage).
- Completion of the London Borough of Sutton's return forms (Children that have been removed from roll and/or Children Missing Education notification) to inform the local authority when we plan to take pupils off-roll when they:
    a. leave school to be home educated
    b. move away from the school's location (Child missing education notification if no new school information provided)
    c. are in custody for four months or more (and will not return to school afterwards); or
    d. are permanently excluded

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

When children are added to the admissions register, the school will record the expected start date of the pupil. If the young person does not arrive on the start date, the school will contact the local authority at the earliest opportunity. For admissions to the school, apart from at the "start of the school's youngest year", schools are required to notify the local authority "within five days when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil".
When a pupil leaves the school, the admission register must also record:

- the name of the pupil's new school; and
- the expected start date at the new school

The school must inform the local authority and supply the following information:

- the full name of the pupil.
- the full name and address of any parent with whom the pupil lives.
- at least two contact telephone numbers for the child.
- if applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there.
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the grounds under which the pupil's name is to be deleted from the admission register.

If this information is not provided by the parent or carer, then a Child Missing in Education (CME) form is completed and sent to the local authority: Children Missing Education – Cognus

Elective Home Education

When a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will make it clear that this is not a decision we would ever recommend. We will liaise with other professionals to coordinate further discussion with parents/carers where possible. This will be particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where the decision to home educate raises safeguarding concerns the DSL (or deputies) will seek further advice from Children's Social Care.

Elective Home Education - Cognus

Section 15: Attendance

In accordance with KCSIE 2025 and the now statutory DfE guidance "Working Together to Improve School Attendance," attendance concerns are treated as potential safeguarding indicators. Attendance data is analysed weekly by year group. Any concerns are recorded on a monitoring log and referred to the appropriate member of staff depending on the level of concern and previous actions inline with our Attendance Policy.

Persistent or unexplained absence is escalated through safeguarding protocols and may trigger a referral to Children's Social Care, particularly if the child has a social worker, is a CLA/post-CLA, or is at risk of exploitation, domestic abuse, neglect, or criminal involvement.

See: Attendance Policy

School Attendance - Cognus

Section 16: Children Looked After (CLA)

The designated lead staff and governors are also responsible for Children Looked After. All children looked after have a Personal Education Plan (PEP), which is part of the child's care plan. This is reviewed termly. Advice and support are available through the virtual school and virtual head teacher: Sutton Virtual School – Cognus

The role of the Virtual School Head (VSH) now extends to promoting the educational outcomes of:

- Looked-after children (CLA)
- Previously looked-after children
- Children with a social worker
- Children in kinship or informal care arrangements

The school work closely with the Virtual School to ensure this wider group receives targeted support, has high academic expectations, and benefits from stable education pathways (KCSIE, 2025)

Section 17: Previously Children Looked After (Post-CLA)

The designated lead staff and governors are also responsible for Previously Children Looked After.
A previously child looked-after is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales; and a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Post-CLA support arrangements are distinct to those for CLA and are responsive to the needs of the child and family using the appropriate school support systems which will include PPG but not the PEP process.

We aim to help raise previously children looked-after parents' and guardians' awareness of the PP+ and other support for previously children looked-after – this includes encouraging parents of eligible previously children looked-after to tell the school if their child is eligible to attract PP+ funding; and play a key part in decisions on how the PP+ is used to support previously children looked-after.

As a school we recognise that not all Post-CLA are underachieving, while some may be underachieving and not eligible for funding. We use our funding creatively to support any individual in which any area of under-performance is evident.

Refer to **Sutton Virtual School - Cognus** and Pupil Premium Strategy for further information.

Section 18: Internet Filtering and Monitoring

All staff receive appropriate training in relation to filtering and monitoring and how to report concerns as part of regular safeguarding training and updates.

We fully adhere to the Department for Education's Filtering and monitoring standards for schools and colleges as well as the appropriate filtering and monitoring guidance for schools from the UK Safer Internet Centre.

We aim to provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

In order to deliver and maintain effective filtering and monitoring systems, clear roles, responsibilities and strategies at All Saints Benhilton have been defined.

Roles and responsibilities

- Governor responsible for ensuring standards are met - Mark Bentley (Safeguarding Governor)
- Senior Leader responsible for ensuring standards are met - Vivienne Lupoli (DHT/DSL)
    - safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)
    - leading the annual review of filtering and monitoring systems
    - overseeing and reviewing checks to filtering and monitoring systems
    - filtering and monitoring reports
    - work closely together with Cygnet and LGfL to meet the needs of our setting
- Web filtering provider - London Grid for Learning, School Protect
    - implementing and maintaining 24/7 filtering systems and updating with the functionality needed to comply with the standards
    - providing reporting functionality
    - training and support
- IT Support - Cygnet IT Services CIC
    - install new Windows devices and ensure they are correctly filtered
    - align user authentication systems with filtering for granular blocking/allowing and more detailed reporting
    - carrying out regular checks (half termly) in line with documentation which is accessible by relevant staff on Google Drive (DSL)
    - local technical support
    - completing actions assigned by the DSL team following concerns or checks to systems
    - support the school to procure systems, identify risks and carry out reviews
- Monitoring provider - Impero Education Pro
    - real-time monitoring
    - keyword detection
    - capture management
    - reporting and analytics
    - providing monitoring reports
    - completing actions following concerns or checks to systems
- The senior leadership team are responsible for:
    - procuring filtering and monitoring systems
    - documenting decisions on what is blocked or allowed and why
    - reviewing the effectiveness of our provision
    - overseeing reports
    - Making sure that all staff understand their role, are appropriately trained, follow policies, processes and procedures, and act on reports and concerns
- All staff are responsible for:
    - following policies, processes and procedures, and acting on reports and concerns
    - physically monitoring screens of users by walking the floor and looking over pupils' shoulders
    - maintaining security by locking their own devices when leaving them unattended
    - not sharing login details with pupils
    - reporting if pupils can access unsuitable material or there are suspicions that pupils may have found ways to bypass protections

- being proactive in advising SLT/DSL if teaching topics which could create unusual activity on the filtering logs
- highlighting perceived unreasonable restrictions that affect administrative tasks or teaching and learning, such as preventing access to educational resources, effective RSHE and sex education, or making the experience of accessing the internet in school so unlike home as to not be good training for safe internet use at home
- being a role model for safe online behaviours

Reviews

Our filtering and monitoring provision will be reviewed at least annually in Michaelmas Term or when:

• a safeguarding risk is identified
• there is a change in working practice, like remote access or BYOD
• new technology is introduced

Filtering and monitoring will be reviewed as part of our online safety audit to identify our provision, any gaps, and the specific needs of our pupils and staff using LGfL's School Online Safety Audit & Risk Assessment noting who carried out the audit, what was tested or checked, when the audit took place and any resulting actions.

The review will be conducted by members of the senior leadership team, the designated safeguarding lead (DSL), our IT service providers (Cygnet IT) and with the involvement of the responsible governor to take into account:

- the risk profile of our pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL), vulnerable pupils.
- what our filtering system currently blocks or allows and why
- any outside safeguarding influences, such as county lines
- any relevant safeguarding reports
- the digital resilience of our pupils
- teaching requirements, for example, our RSE and PSHE curriculum
- the specific use of our chosen technologies
- what related safeguarding or technology policies we have in place
- what checks are currently taking place and how resulting actions are handled

The results of our annual online safety audit will be recorded for reference, made available to the full governing body, IT service providers and staff and inform:

- related safeguarding or technology policies and procedures
- roles and responsibilities
- training of staff
- curriculum and learning opportunities
- procurement decisions
- how often and what is checked
- monitoring strategies

Filtering System

Access to the internet in school is carefully monitored. This is made clear to all users

through our Acceptable Use Policies (AUPs). All staff, governors, pupils, and parents/carers are required to sign an AUP. Safe search is enforced by default for google, bing and yahoo and other search engines are blocked.

Our Internet provider is: LGfL.

Internet access is filtered for all users. Illegal content is filtered by London Grid for Learning (broadband and filtering provider) by actively employing the Internet Watch Foundation CAIC list. Access to illegal Child Abuse Images is blocked by implementing the IWF URL list. In addition, LGfL is an active member of the IWF and the IWF's Image Hash List is also enforced by the Netsweeper engine on which all filtering is based. Content lists are regularly updated and internet use is logged and regularly monitored. The school uses LGfL's SchoolProtect-WebScreen and HomeProtect products for network and remote filtering respectively.

At All Saints Benhilton,

- web filtering is provided by LGfL SchoolProtect on school site and LGfL HomeProtect for when pupil Google accounts are used in the home and for any school-owned Chromebooks that are sent home with pupils
- changes can be made by Karen Stanley-Bristowe(HT), Vivienne Lupoli (DHT) and Nyree Hands-Heart (digital & technology support) and Cygnet IT Services staff.
- overall responsibility is held by the DSL (DHT) with further SLT support from the Headteacher
- technical support and advice, setup and configuration are from LGfL and Cygnet IT
- regular checks are made half termly by the DSL to ensure filtering is still active and functioning everywhere. These checks are stored with the Online Safety review results in the DSL Google Drive.
- an annual review is carried out as part of the online safety audit to ensure a whole school approach
- guidance on how the system is 'appropriate' is available at appropriate.lgfl.net

Web filtering is applied to all:

• users, including guest accounts
• school owned devices
• devices using the school broadband connection

Internet access is filtered in three groups:

- **All Staff**
- **All Students**
- **Cygnet Staff**

When a device accesses the internet, it is filtered by the filtering policy. Filtering policies consist of a combination of items including the following which are defined as either allowed or blocked/denied:

•Categories of websites

•A Local List containing URLs, keywords & other entry types

All websites are placed into categories by the filtering engine.

Groups are assigned by role on the USO admin site - Staff, Student or Contacts. Groups determine which categories and websites within the WebScreen service individuals have access to. An annual audit of filtering allows the DSL, in consultation with LGfL and Cygnet to assess and document the categories allowed and blocked for each group and to ascertain what is appropriate for our cohort and current circumstances.
Access to illegal content is blocked and filters for illegal content cannot be disabled. At All Saints Benhilton, strict restricted DNS modes within YouTube are enabled, but Staff can choose to unblock YouTube for teaching purposes on Staff accounts only and can choose to whitelist a site that is in an otherwise blocked category, or block a site from an otherwise allowed category in consultation with SLT/DSL.

An annual online safety review will be conducted in Michaelmas term which will review filtering and monitoring provision to ensure the systems are age appropriate and flexible without overblocking.

Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations etc. from accidental or malicious attempts which might threaten the security of the school systems and data. Sophos Intercept x (Endpoint) provides sophisticated protection for private and sensitive data. The school infrastructure and individual workstations are protected by up to date virus software. Malwarebytes software protects school devices from malware and potentially malicious software. Two-factor authentication is turned on for staff and governor Google accounts

All staff need to be aware of reporting mechanisms for safeguarding and technical concerns. They should report to the SLT and/or DSL immediately if:

• they witness or suspect unsuitable material has been accessed
• they can access unsuitable material
• they are teaching topics which could create unusual activity on the filtering logs
• there is failure in the software or abuse of the system
• there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
• they notice abbreviations or misspellings that allow access to restricted material

Where deemed appropriate, staff should report safeguarding incidents via CPOMS under category 'Online Safety'.

<u>Monitoring</u>

At All Saints Benhilton, we understand that monitoring user activity on school devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not stop users from accessing material through internet searches or software.

The monitoring strategies we utilise to minimise safeguarding risks on internet connected devices are:

- Impero Education Pro - to enhance the monitoring of Chromebooks and Windows devices across the school. This monitoring provision allows us to be alert to and identify behaviours associated with the 4 areas of risk that users may experience when online - Content, Contact, Conduct, Commerce. Alerts are monitored in real time (when possible) and checked daily by the DHT/DSL. Weekly reports are run to identify any users and captures potentially missed in real time/daily checks.
- Physical monitoring by staff. All staff must be aware of the need to be vigilant and must ensure that:
    - all pupils sign and understand the pupil AUP during Michaelmas term
    - they provide effective supervision when pupils are using devices
    - are alert to how devices are being used
    - any safeguarding concerns are reported to the DSL verbally and via CPOMS

The designated safeguarding leads (DSLs) will take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.

For more information please visit:

https://saferinternet.org.uk/blog/2025-appropriate-filtering-and-monitoring-definitions-published

As outlined in KCSIE 2025, schools must consider the implications of emerging technologies, including generative AI, when reviewing filtering and monitoring effectiveness. Our safeguarding team and DSL evaluate tools such as ChatGPT, image generators, and large language models to ensure their use aligns with the school's safeguarding framework. We use the DfE's "Plan Technology for Your School" service to self-assess digital infrastructure, including firewall, filtering, and monitoring tools. Our reviews ensure systems are effective, age-appropriate, and proportionate without creating unnecessary restrictions on learning.

The Chartered College of Teaching is offering a free certified assessment for school staff to evidence their understanding of artificial intelligence in education which has been completed by the Deputy Headteacher (August, 2025). Should any teachers or leaders wish to complete it, they must first watch the DfE's guidance and training materials which cover safe, ethical and effective AI use in schools. They then complete an assessment to demonstrate their learning. This is a valuable CPD opportunity for staff developing informed, responsible approaches to AI in education. Find more information here: https://chartered.college/safe-and-effective-use-of-ai-in-education/

More information can be found here: Artificial Intelligence - DfE Guidance

Section 19: Online Safety

See : Online Safety Policy

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. 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 (KCSIE, 2025).

Online safeguarding risks increasingly include exposure to misinformation, disinformation and conspiracy theories, which may undermine children's trust in adults, promote harmful ideologies, or increase their vulnerability to radicalisation. As part of our digital safeguarding education, pupils are taught to critically assess content, verify sources, and report unsafe material (KCSIE, 2025) and all staff are kept up to date with changes through weekly safeguarding briefings. All staff are familiar with the Online Safety Act (2023)

From 25th July 2025, all pornographic websites accessible in the UK must have effective age verification systems in place (such as ID checks or facial age estimation).

New Offences

Cyberflashing – illegal to send unsolicited sexual images intended to alarm or distress.

Epilepsy trolling – criminal to send flashing images aiming to trigger seizures or cause distress.

Threatening communications – sending threats of serious harm, death or violence is a standalone offence.

Encouraging serious self-harm – offence to promote or encourage self-harm online, even if harm doesn't occur.

Sharing intimate images (including deepfakes) – offence to share or threaten to share sexual images without consent, including AI-generated content. For more information please visit: AI CSAM Guides for Professionals | IWF & NCA

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our Computing and P.S.H.E.curriculum provision. At All Saints Benhilton, all children will learn about online safety and digital literacy from Reception, through a targeted online safety programme during Lent 1 term to coincide with Safer Internet Day. In addition, PSHE/RSE complements our Computing provision (as well as many other areas). As a result, all pupils have opportunities to engage in active and applied learning experiences that clearly distinguish between fact and opinion, allowing them to develop skills to critically evaluate the world around them (e.g. relationships, range of sources, fake news, how social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes).

For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a target
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology (smart glasses are not permitted)
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

The school will ensure that the use of filtering and monitoring systems does not cause 'over blocking' which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

Through training all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate that they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.
- How to make the most of ad hoc 'teachable moments' when things do not work as planned online or inappropriate content may be used, posted or seen

In the event of an extended school closure due to exceptional circumstances, the way in which the school can operate is fundamentally different to 'business as usual'. However, a number of important safeguarding principles will remain the same:

- The best interests of children must always continue to come first

- As when the school is open, safeguarding concerns must be reported immediately - verbally in the first instance and then followed up with a CPOMS incident/action. Do not assume that creating an incident on CPOMS means it has been read; all staff must check that it has been marked as 'Read' and chase up the DSL/DDSL if not.

- A DSL or DDSL should be available

- Children should continue to be protected when they are online through LGfL's HomeProtect when using their Google Workspace for Education accounts to access Online Learning.

This means that the school will continue to implement these Child Protection Policy and Procedures as we have always done.

Staff will only use agreed platforms and school email addresses to communicate with pupils (in line with the school's Remote Education Contingency Plan). All communications must be professional. Staff will adhere to the school's (Staff Acceptable Use Policy).

Section 20: Mobile Phone and Camera Safety

At All Saints Benhilton, Staff are allowed to bring their personal phones to school for their own use, but will limit such use to noncontact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.
Staff will adhere to the school's (Staff Acceptable Use Policy).

Cameras are only to be used to enhance the teaching and learning and record keeping of the children in our school. **Photographs can only be taken on school devices**.

Mobile phones are only to be used when education is taking place off site and school needs to be contacted. The following code is to be followed by members of staff and volunteers:

- Mobile phones must be turned off during teaching and learning times and should not be kept on your person or be visible in the classroom. Failure to follow this procedure could result in disciplinary action being taken. If you need to be contacted during teaching time, please give the school office number to friends and family – the office staff will make sure you receive all messages and can come out of class to take an urgent message.
- No images are to be taken using mobile phones.
- Images taken during lessons, using school cameras only, are to be deleted from the camera memory as soon as they have been downloaded to an encrypted school computer or password protected memory stick.
- No images are to be taken of children during swimming lessons or when they are changing for sporting activities.
- Pupils in Years 5 and 6 may only bring a phone to school if they **walk to and from school alone**. A letter from the parent is required. Phones are to be turned off whilst on school premises and must be handed to the class teacher for safekeeping during the school day.

The Lord will keep you from all harm. Psalm 121:7

Section 21: Children with Special Educational Needs or Disabilities (SEND) or certain health conditions

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect or exploitation in this group of children.

In our school we identify pupils who might need more support to be kept safe or to keep themselves safe. We do this in the following ways:

- Children will have a familiar adult to support with communication through simple language.
- Extra pastoral support is considered for children with SEN and disabilities.
- Use of visual aids and sign language to support understanding where required.
- Use of a familiar Speech and Language therapist to ensure that questioning and answers are put in a manner accessible to the child.
- Children are carefully monitored and observed to provide a full picture of their behaviour and mannerism so that any changes are noted, and a comparison can be made.
- The use of body maps, visuals and sign language are used to allow children to communicate their needs or concerns.
- The use of social stories is regularly used to support appropriate and inappropriate behaviour – such as bullying and keeping safe.
- Intervention groups teach children how to communicate and explain appropriate and inappropriate behaviour.

When required to use reasonable force to calm a situation, 'reasonable' means 'using no more force than is needed'. Individual plans for vulnerable children will be drawn up to reduce the use of force. At All Saints Benhilton, staff will have been trained in these techniques should this be appropriate. Any incidents are recorded in the 'BOUND' book.

Further support and guidance is available at:
https://suttoninformationhub.org.uk/pages/send-local-offer
.

Section 22: Recognition/Signs of Abuse

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Many other signs could be an indication of abuse as covered in KCSIE 2025 Part one (including Annex B with more details on types of harm) and annual safeguarding training which all staff, students, volunteers and governors must read and attend.

Section 23: Role of the Designated Safeguarding Lead

Safeguarding is a standing item on all governing board meetings. In addition, the designated teacher and designated governor meet termly. Please refer here for details of our Safeguarding and Child Protection team.

The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection – their key role is to:

- Manage referrals as per **Sutton Local Safeguarding Children Partnership - LSCP Policy & Practice (suttonlscp.org.uk)** (How to make a quality referral for a concern about a Sutton child).
- Working with others as outlined in KCSIE2025

If the DSL is not available, staff should speak to a member of the SLT/take advice from local children's social care and/or contact a member of the Education Safeguarding Team by contacting Children's First Contact Services on 020 8770 6001.

All DSLs lead on the completion of the annual S175 audit and return all requested information to the LSCP within the given time frame. This is a working document and should be used to inform future action planning and development around safeguarding.

Section 24: The Role of Governors

At All Saints Benhilton, the Governing Body has strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must ensure that policies, procedures, and training in the school is effective and always complies with the law.

The Governing Body will appoint Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs) to take leadership responsibility for their school's or college's safeguarding arrangements. The DSLs and DDSLs appointed are displayed across the school and on outside notice boards.

The Governing Body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction and refreshers annually. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Governing Body should ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. At All Saints Benhilton, the governors support the use of Impero Pro for learner wellbeing, device management and to enhance digital learning, support IT administration and monitor safeguarding issues effectively. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governing Body will consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks. Regular monitoring of safeguarding and online safety is carried out by a designated safeguarding governor who inspects systems and provision and highlights areas for development with the

Headteacher, Deputy Headteacher and School Business Manager termly.

The Governing Board will ensure that:

- The designated safeguarding leads (DSL) take responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (KCSIE 2025)
- All staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training (KCSIE 2025)
- Our school's child protection policy includes how our school approaches filtering and monitoring on school devices and school networks
- They review the DfE's filtering and monitoring standards and discuss with IT staff and service providers about what needs to be done to support our school in meeting the standards (KCSIE 2025).

Information for school governors can be found here: Safeguarding for governors LGfL

Section 25: Training, knowledge and skills

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. The designated safeguarding lead will undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations, and practitioners.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Induction training is mandatory and must also include:

- the Safeguarding and Child Protection policy and procedures
- Online Safety (including Filtering and Monitoring)
- the Behaviour Policy
- the Staff Code of Conduct
- the safeguarding response to children who are absent from education, on repeat occasions and/or prolonged periods or where the absence is persistent or unexplainable.
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff will receive regular safeguarding and child protection updates (including online safety and cyber security) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff also receive training in data protection matters to ensure that they are kept up to date with their duties and obligations to protect information about the children in the school.

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

A record is kept of staff training – type of training and dates which is recorded alongside the single central register (SCR).

The SCR should be checked regularly by a member of the Senior Leadership Team. Governors must also have assurance that these checks are regularly being carried out and can choose to assist in this process.

Section 26: Confidentiality of Records

Our pupils and their parents/carers have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and, where appropriate, pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Safeguarding/Child Protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

All personally identifiable information will be kept securely, following the school's obligations under the latest Data Protection Act in England and the General Data Protection Regulations (GDPR) set down by the European Union. Further details are given

in the All Saints Benhilton data protection policy.

Members of staff should also remember not to promise to pupils to keep "secrets" (*see procedure below*).

Section 27: Working with Children

We recognise that children, who are abused, neglected, exploited, or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will support pupils and enable them to feel safe through:

- the content of the curriculum.
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the pupil knows that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred.
- liaison with other agencies that support the pupil such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

Section 28: Allegations involving School Staff/Supply/Agency/Volunteers

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Headteacher (or the Chair of Governors if the concern is about the Headteacher). This guidance should be followed where it is alleged that anyone working in the school including supply teachers, volunteers and contractors has:
    - behaved in a way that has harmed a child, or may have harmed a child and/or;
    - possibly committed a criminal offence against or related to a child and/or;
    - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- The Headteacher (or Chair of Governors) will always consult the Designated Officers (in Sutton, this person is still known as the Local Authority Designated Officer or LADO) within one working day (contactable through the Children and Family Service). The LADO will conduct any investigation, convene a Senior Strategy Meeting and involve other agencies as appropriate
- Following consultation, the Headteacher (or Chair of Governors) will decide on appropriate action, which may include consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk

- The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This should encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email at: jjones118.319@allsaintsbenhilton.org.uk

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

If the school receives allegations about staff working for organisations which use All Saints Benhilton Primary School's premises to run activities for children, we will contact the LADO to report and for advice.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

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

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the Headteacher or Deputy who should contact the LADO 'without delay'. If the allegation is about the Headteacher, the Chair of Governors should be informed in the first instance.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any

foundation to the allegation, being careful not to jeopardise any future police investigation.

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

Low-level Concerns

We follow the low-level concerns guidance laid out in KCSIE 2025. Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

If the Headteacher is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with the Local Authority Designated Officer (LADO).

Low level concerns will be recorded and include details of the concern, the context in which the concern arose, and action taken using the school's CPOMS StaffSafe software by the Headteacher or Deputy.

Reports about staff members should be notified to the Headteacher or Deputy Headteacher in her absence. If the report relates to the Headteacher, the Chair of Governors (Jane Jones) should be contacted.

Reports about supply staff and contractors should be notified to the Headteacher or Deputy in the first instance who will notify their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.

All Saints Benhilton has full regard for Keeping Children Safe during Community activities, after school clubs and Tuition and all providers sign our External Providers' Agreement prior to provision and annually thereafter.

Section 29: Child-on-child sexual violence and sexual harassment

As set out in Part one of KCSIE 2025 (including Annex B with more details on types of harm), all staff at All Saints Benhilton are advised to maintain an attitude of 'it could happen here' and know the following:

- All teaching staff, students, volunteers and governors should be fully conversant with Part five of KCSIE 2025
- Children must be able to confidently report abuse, knowing their concerns will be treated seriously but may not find it easy to tell staff about the abuse verbally.

- It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.
- If an allegation of abuse is made against other children by children then this must be reported immediately to the DSL, in accordance with this policy. This will then be reported to the Children's First Contact Service (CFCS) by the DSL or DDSL.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment with advice from Children's First Contact Services which will be recorded on CPOMS.
- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult.
- Children or young people who harm others are likely to have considerable needs themselves (e.g., they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

Section 30: Whistleblowing

At All Saints Benhilton, we respect and value all staff and volunteers and support them in feeling able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy. If staff feel the need to report concerns to an external body. The matter should be raised with:

Head of Internal Audit and Investigations (Sutton & Merton) London Borough of Sutton
Civic Centre
St Nicholas Way
Sutton
SM1 1EA
0208 770 5000

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 or email: help@nspcc.org.uk

Section 31: Alternative Provision

For all pupils and students placed in Alternative Provision (AP), the school will:

- Obtain written confirmation from the AP provider that all safeguarding checks have been completed.
- Expect the provider to know that they must notify the school of any staff changes or risks.
- Keep accurate records of where the child is, including all sites attended.
- Review placements every half-term to ensure safety and suitability using the AP

Checklist Template.
- Immediately review or end placements if safeguarding concerns arise.

These measures ensure that every child in offsite provision remains safe and receives an education aligned with their needs.

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

(KCSIE, 2025).

Section 32: Role of the Responsible Adult

Police and Criminal Evidence Act (1984) – Code C
The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.
The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.
If, having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

2. a social worker of a local authority

3. failing these, some other responsible adult aged 18 or over who is not:

a. a police officer;

b. employed by the police;

c. under the direction or control of the chief officer of a police force; or

d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

Section 33: Mental Health Definitions

All staff should also be aware that **mental health problems** can, in some cases, be an **indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.**

Mental Health problems can include:
Anxiety
Depression
Hyperkinetic Disorders
Attachment disorders
Eating disorders
Deliberate self-harm
School will follow the Sutton Self-Harm protocol in responding to concerns about self-harm
LSCP MANAGEMENT OF YOUNG PEOPLE WHO SELF-HARM OR HAVE SUICIDAL IDEATION (suttonlscp.org.uk)

Post-traumatic stress

We recognise that mental health is really important for children and acknowledge that events over the last few years in particular have had an impact on children's general wellbeing and mental health.
All Saints Benhilton is one of ten local schools within a cluster supported by the Sutton Education Wellbeing Service, which is run by Southwest London and St George's MH trust and is part of the wider local CAMHS.

The team provide early intervention wellbeing support to our children, their parents/ carers and staff. By doing this the team helps to support our school to have a whole school approach to mental health and wellbeing. The professionals within this service include:

- Clinical Psychologist
- Educational Wellbeing Practitioners
- Mental Health Nurse for children
- Drama Therapist
- Art Therapist

These professionals can offer the following:

- Parent Workshops on topics around mental health and emotional wellbeing
- 1:1 guided self-help interventions with parents where there are common behavioural concerns and/or concerns around low to moderate anxiety
- Worry Ninja Workshops for Year 6 (learning about anxiety and how to manage these feelings, particularly around SATs and transition to High School)
- Staff Training and Workshops
- Staff consultation
- 1:1 and small group intervention for children or parents.

Section 34: Key Contacts
Sutton

Children's First Contact Service (CFCS) – 020 8770 6001
childrensfirstcontactservice@sutton.gov.uk

Social Care - Out of Hours – Emergency Duty Team – 0208 770 5000 x9

Sutton Local Safeguarding Children's Partnership: 020 8770 4879
suttonlscp@sutton.gov.uk

Website: www.suttonlscp.org.uk

Three Statutory Partners are the Local Authority, Clinical Commissioning Group and Police. Locally, Education providers will be made the fourth Partners

The LSCP Board will be made up by the four Partners, co-opted members and relevant agencies)

Sutton LA LADO (Local Authority Designated Officer – complaints against staff) – 0208 770 4776 (LADO@sutton.gov.uk)

LBS Prevent and Hate Crime Manager – 0208 649 0672

Education Safeguarding Manager – 07736 338 180

For escalation procedures, please click on the link below:

Sutton Local Safeguarding Children Partnership - LSCP Policy & Practice (suttonlscp.org.uk)

Escalation Process – Cognus

For the Sutton CFCS Operating Protocol which includes guidance on what to do in relation to a serious incident or child death, please click on the link below:

cfcs-operating-protocol-2025.pdf

General Contacts:

- Ofsted 0300 123 1231
- Ofsted whistleblowing line – 0300 123 3155
- Police 999
- NSPCC 0808 8005000
- NSPCC whistleblowing helpline number – 0800 028 0285
- ChildLine 0800 11 11
- Professionals Online Safety Helpline 0344 381 4772 / helpline@saferinternet.org.uk