School Policy 5 - SAFEGUARDING

This policy was updated in September 2026 It is prepared on behalf of the Interim Heads, Bolanle Akanho and Eliezer Koramoa by the school's Senior Education and Safeguarding Leader, who is also responsible for this policy in school. The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee. It is reviewed annually and will next be reviewed in September 2027. This policy may be reviewed earlier in response to changes in legislation or statutory guidance.

Introduction

This policy applies to all staff, Governors and volunteers working in the school. This School is committed to child protection and safeguarding children and young people and expects all staff, Governors, visitors and volunteers to share this commitment. This Policy is publicly available on the School website and a copy may be obtained from the School Office.

MISSION STATEMENT:

Archbishop Tenison's School strives for academic excellence within the values of a Christian Community. The overall aim of this policy is to safeguard and promote the welfare of the children in our care.

THE WELFARE OF THE CHILD IS PARAMOUNT:

In this policy, 'child' and 'children' are used throughout. These are intended to refer to pupils of all ages and Sixth Form students.

This policy, including its procedures, along with the related documents (which are listed in this policy), is informed by statutory and best practice guidance. Our local safeguarding partnership is the Croydon Safeguarding Children Partnership (CSCP).

STATUTORY REQUIREMENTS

KCSIE 2026 requires all staff to understand the safeguarding systems in the school and to read Part One in full. The policy also reflects the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, and the 2026 updates concerning Family Help, prejudice-based harm, generative AI, filtering and monitoring, mobile phones, trainee teachers, regulated activity and child-on-child harmful sexual behaviour.

This policy reflects our commitment to child protection and safeguarding and is developed in line with the most current statutory guidance and legislation, including: the Children Act 1989, Children Act 2004, and Education Act 2002; Working Together to Safeguard Children (current statutory guidance); Keeping Children Safe in Education (2026) (with specific reference to Part 1); What to Do If You're Worried a Child Is Being Abused – Advice for Practitioners (March 2015); Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings (May 2022); Disqualification under the Childcare Act 2006 (updated February 2015); Prevent Duty Guidance for England and Wales (2023); The use of social media for online radicalisation (HM Government, 2015); and the Framework for the Assessment of Children in Need and their Families (Department of Health et al., 2000). It also takes into account any additional guidance issued by the Secretary of State or the Croydon Safeguarding Children Partnership.

Rationale

OUR EDUCATIONAL AIMS are to:

1. uphold Christian belief through worship and daily life and enable students to grow in a living faith;

2. develop the habit and skills of academic enquiry, intellectual integrity, and a love of learning for its own sake;

3. broaden the student's cultural experience by active involvement in and appreciation of the expressive arts and by examining the role that culture, including science and technology, plays in creating civilised societies;

4. develop an awareness and understanding of their physical capabilities in students through curricular and extra-curricular activities whilst fostering positive attitudes to health and safety and sportsmanship;

5. promote an understanding of different religions and ethnic origins and cultures in order to reduce intolerance and prejudice; promote the integration into the community of people of all ethnic backgrounds; and to foster and develop a strong sense of moral values which are given practical expression in all aspects of the lives of those who make up this school community;

6. create in students an awareness of their abilities enabling them to realise their potential and to play their full part, as Christians, in the wider community in this country and overseas; to prepare them for the world of work and to develop within them interests which they will find enriching and fulfilling;

7. encourage pupils towards an understanding of their own feelings and the feelings of others, thus developing a friendly, supportive and caring community, in which every student is equally valued.

As a School we do all that we can to promote the welfare of pupils and to ensure that children are protected from harm both within the School and beyond our direct control. The School recognises that we have a duty to protect children at risk of harm and also those children who need extra help. To that end we are committed to:

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

Including across the curriculum, such as through the Pastoral programme, opportunities which equip children with the skills they need to stay safe from harm and to ensure they know to whom they should turn for help. This would necessarily include a focus on e-safety and on promoting emotional and mental well-being and resilience in a rapidly changing world which presents new challenges, such as the risks of extremism and radicalisation.

It is the responsibility of all staff, including Governors, volunteers and staff of contractors to be fully aware both of Part 1 of Keeping Children Safe in Education 2026 and the School's procedures in relation to child protection and child safeguarding.

Responsibilities

SAFEGUARDING CONTACT LIST

HEAD TEACHER / HEAD OF SCHOOL: Interim Heads - Bolanle Akanho and Eliezer Koramoa

MASH (Multi-Agency Safeguarding Hub): 0208 255 2888 (9am-5pm). Out of hours: 0208 726 6000 (5pm-9am).

We have a statutory and moral duty to protect children. If you hear, or become aware of anything that leads you to believe that the safety or welfare of any child is at risk due to neglect, physical, emotional or sexual abuse; YOU MUST pass on the information following the Safeguarding of Children Procedure.

SCHOOL CONTACTS - The people you should talk to at this school are:

DESIGNATED SAFEGUARDING LEAD FOR OUR SCHOOL IS: Anna Robinson

DEPUTY SAFEGUARDING OFFICERS: Dawn Hutchinson, Johnson Deniran, Catherine Williams, Joseph Henriques

SAFEGUARDING OFFICER: Chantal Hart

THE GOVERNOR WITH RESPONSIBILITY FOR SAFEGUARDING IS: Paul Brightley Jones, Christine

Banton

To speak to any of the school's safeguarding team please contact the school office: 0208 6884014 or email safeguarding@archten.croydon.sch.uk between the hours of 8am and 5.45pm. All calls are answered in person. Contact will then be made with the relevant member of the safeguarding team.

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity, including supply staff, trainee teachers and contractors, must be reported without delay to the Interim Head, Bolanle Akanho. If the concern or allegation relates to either Interim Head, it must be reported directly to the Chair of Governors, via the

school office/ PA to Headteacher contact details below. The LADO will be contacted without delay where appropriate.

In defining safeguarding, the School affirms that:

(1) The welfare of children is of paramount importance and that all children have a fundamental right to be protected from harm.

(2) It will take immediate and effective action to safeguard the welfare of any child in need or at risk of harm (see Definitions of Abuse and specific risks).

(3) It will carry out its legal duty to refer cases of alleged or suspected abuse to other appropriate agencies (Social Services, and the Police) and to work with these agencies in protecting children from harm.

(4) The school will cooperate with other agencies in providing additional support where appropriate for pupils not at risk of serious harm.

(5) Any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay.

(6) All staff have a role to play in safeguarding children.

(8) All staff should be aware of the signs of abuse so that they are able to identify children who might be in need of help or protection.

(9) All staff should be aware of the systems within the school to support safeguarding.

(10) All staff will have due regard to the need to prevent children from being drawn into terrorism.

(11) All staff will receive appropriate safeguarding training, which is regularly updated, to ensure they can fulfil their duty.

(12) All required staff will complete a declaration regarding disqualification in accordance with the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, which updated provisions originally set out under the Childcare Act 2006.

RESPONSIBILITIES OF STAFF

All staff have a duty to safeguard and promote the welfare of children. Consequently, staff should:

- Be alert to signs of abuse as outlined in this policy, as well as other children in need issues
- Feel free to discuss any general concerns about a child's progress and well-being at any time including at weekly staff meetings
- Be prepared to contribute to whatever actions are needed to safeguard the child and promote his or her welfare
- Read at least Part One of KCSIE (Keeping Children Safe in Education) 2026 and sign the document to that effect

DESIGNATED SAFEGUARDING LEAD (DSL)

When the DSL is unavailable, the school will ensure robust cover by a trained deputy DSL. Safeguarding communications will be monitored through the confidential safeguarding mailbox so that concerns are acted on promptly and there is no gap in safeguarding leadership.

Duty of the DSL Mrs Anna Robinson with overall responsibility for Child Protection and Safeguarding. The actions taken will keep the welfare of all pupils at the forefront by:

1. Implementing Tenison's Child Protection and Safeguarding Policies

2. Ensuring a rigorous review process is in place for all Child Protection and Safeguarding Policies

3. Being responsible for and undertake training every two years. This will include local interagency working protocols and the Croydon Safeguarding Children Partnership's approach to the Prevent Duty, in line with the latest Prevent Duty Guidance for England and Wales (2023), issued under the Counter-Terrorism and Security Act 2015.

4. Ensuring up to date Prevent Duty awareness has been completed

5. Providing training for all staff in line with advice from Croydon Safeguarding Children Partnership (CSCP) and when new legislation is received

6. Taking into account the nature and the seriousness of the suspicion or complaint

7. When receiving a concern regarding a Child in Need report to Children's Social Care (In line with KCSIE 2026)

8. When receiving a concern regarding a Child at Risk report to Children's Social Care and/or the Police if a crime has been committed. This will be reported immediately/24hours/one working day OR a referral can be made directly by staff to Children's Social care or the Police.

9. Ensuring a complaint involving a serious criminal offence will always be referred to Children's Social Care or the Police without further investigation within the school

10. Considering the wishes of the pupil who has disclosed, although a serious situation would override their wishes

11. Considering the wishes of the parents of the pupil who has disclosed, although a serious situation would override their wishes

12. Seeking advice from relevant professionals, before making a decision to disclose maintaining duties of confidentiality, so far as applicable, if the DSL is concerned that disclosing information to parents would put a pupil at risk

13. Ensuring that all staff and governors have read Part One of Keeping Children Safe in Education (KCSIE) (September 2026)

14. All staff and governors must acknowledge in writing to the DSL the reading of this document. The DSL will ensure that it is recorded.

15. Remaining up to date with multi-agency working by maintaining contact with Croydon Local Authority.

16. Attending multi agency network meetings

17. Carrying out induction training for all new staff, including temporary staff and volunteers

18. Being easily contactable in emergency situations during school hours.

INDUCTION, TRAINING FOR STAFF

Training and updates will include online safety, generative AI, the school's mobile phone expectations, filtering and monitoring roles, prejudice-based harm (including racism and faith-based prejudice), and how safeguarding concerns can overlap.

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.)

- their responsibilities in being alert to the signs of abuse
- The procedures for recording and referring any concerns to the Designated Safeguarding Lead.

All staff, including temporary staff and volunteers, will be provided with induction training within the first week that includes:

1. The school's Safeguarding Policy

2. The school's Discipline Policy

3. The staff 'code of conduct'

4. The identity of the DSL and the Safeguarding Team

5. A copy of Part 1 of KCSIE 2026

6. Other related policies stated here in this policy

- Staff will receive additional training/information where necessary in relation to policy updates.
- All staff will receive effective supervision and be provided with support, coaching and training, promoting a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

- All school staff, all teaching staff and those support staff who routinely have contact with the children, are trained and receive refresher training regularly, in line with advice from Croydon Safeguarding Children Partnership (CSCP), about their safeguarding responsibilities and the school's safeguarding policy and procedure.
- All staff and governors have been provided with a copy of Part 1 of the guidance KCSIE 2026 and a list indicating that they have read it is kept by the DSL.
- Where staff are employed by another organisation and are working with pupils outside of the school's premises, assurance is obtained that the appropriate child protection checks have been undertaken and that the staff are familiar with the appropriate child protection policies and procedures.

COMPLAINTS

If a parent considers that the School has not operated the Child Protection and Safeguarding Policies correctly, they may submit a complaint under the Complaints Policy which is on the school website or available on request from the school office. If a member of staff has a concern with regards to the School's child protection and safeguarding practice and procedures, then they should do so by following the Whistleblowing Policy.

Complaints/allegations made against staff, volunteers, supply staff, trainee teachers, contractors or an Interim Head

Complaints or allegations made against staff/volunteers will be brought immediately to the attention of the Interim Head, Bolanle Akanho, in order that she may activate the appropriate procedures. In the Interim Heads' absence, or where an Interim Head is the subject of a complaint, the person to contact is the Chair of Governors, whose contact details can be obtained via the school office: 020 86884014 or PAtoHeadteacher@archten.croydon.sch.uk between the hours of 8am and 5.45pm. The Chair will inform the LADO.

Low-level concerns and allegations

The staff code of conduct and safeguarding procedures apply to low-level concerns as well as allegations that may meet the harm threshold. Concerns about staff, supply teachers, trainee teachers, volunteers and contractors are reported promptly and recorded. The school will work with third-party employers or training providers and the LADO as required.

Allegations will be managed according to the following procedure:

1. The complaint or allegation must be reported without delay to the Interim Head, unless the allegation concerns an Interim Head, in which case it must be reported to the Chair of Governors.

2. The Interim Head/Chair of Governors (as appropriate) will contact the LADO without delay of receiving the complaint/allegation.

3. The person managing the allegation will not conduct their own investigation in order that statutory investigations are not jeopardised, but she will ask the person making the complaint/allegation to write a detailed account of his/her concerns.

4. The compilation of the report from the person making the complaint/allegation must not be aided by the person managing the allegation.

5. This report is held securely.

6. After the complaint/allegation is investigated by the statutory authorities, the appropriate referring is made by the School to relevant agencies.

The following points are important:

1. If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

2. All allegations are brought to the attention of an Interim Head (except where the allegation concerns an Interim Head) and the LADO is contacted immediately to agree a course of action and possible involvement of the Police.

3. In some cases the LADO may be contacted for informal discussion without naming the School or individual;

4. In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons.

5. Allegations against a teacher or other member of staff who is no longer working will be referred to the DBS.

6. If an allegation is made in relation to either Interim Head, it must be reported directly to the Chair of Governors, who will contact the LADO and partner agencies as appropriate.

7. There are four possible outcomes following an investigation into an allegation against staff: substantiated, malicious, false, and unsubstantiated.

8. An allegation that is found to have been malicious will be removed from personnel records and any that is not substantiated is unfounded or malicious will not be referred to in employer references. Allegations that are found to have been malicious are likely to have breached School policy and are proscribed in the Whistle-blowing Policy. The School will therefore consider whether to apply an appropriate sanction, which could include suspension or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed). If the allegation concerns alleged minor physical mishandling or verbal abuse, this will normally be dealt with under the School's Complaints Procedure, unless one or more of the following criteria applies:

- The allegation is one of actual bodily harm – i.e. an injury has necessitated first aid or medical treatment;
- There is reason to suspect parental instigation or collusion;
- The allegation has been reported to the Police or Children's Services by the parent or child;
- The child is Looked After in Public Care;
- The child is subject to a Child Protection plan or a Child in Need plan;
- The child has a disability or Statement of Special Educational Need;
- The member of staff concerned has been subject to previous complaints;
- The allegation is one of sexual abuse.

In these cases, advice will be sought from the relevant professionals in the local authority or the LADO with a view to a Strategy Meeting or Discussion being held in accordance with the Croydon Safeguarding Children's Board safeguarding procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

In considering whether or not a referral to Children's Social Care Services is appropriate, the

Interim Heads may seek advice from the Croydon's Professional Advisor for Safeguarding in Education,

the LADO and other relevant external agencies.

Transparency and Working with Parents

Archbishop Tenison's School values strong, open relationships with parents and carers and recognises their vital role in safeguarding and promoting the welfare of children. We are committed to fostering a culture of mutual respect, transparency, and shared responsibility.

We encourage parents and carers to:

- Communicate openly with the school about any concerns relating to their child or other children
- Raise issues or queries with the appropriate member of staff or safeguarding team
- Support the school's safeguarding policies and help reinforce safe behaviours at home

Copies of this policy, along with all other key safeguarding and child protection policies, are available from the school office and are published on our school website. These policies are updated regularly in line with current statutory guidance.

We are committed to:

- Listening to and addressing parental concerns promptly and respectfully
- Working collaboratively with families to ensure children are safe, supported, and able to thrive
- Maintaining open communication where appropriate, while recognising that in some safeguarding situations, information cannot be shared with parents immediately if doing so would place a child at further risk

The school will never ignore a safeguarding concern. Any allegation or disclosure of abuse will be taken seriously, investigated in line with our procedures, and acted on appropriately.

Preventing Extremism and Radicalisation

Where information is relevant to a Channel referral or assessment, staff will share it with the police and other relevant safeguarding partners in accordance with KCSIE 2026 and local procedures.

The school's safeguarding duty includes the responsibility to promote British values as part of its role in preventing extremism and protecting students from being radicalised or drawn into terrorism.

In accordance with the Counter-Terrorism and Security Act 2015, and the updated Prevent Duty Guidance for England and Wales (2023), the school is required to refer individuals to Croydon's Channel Panel when there are concerns that they may be vulnerable to radicalisation.

Where the school has concerns that a young person may be exploring extremist ideologies or becoming radicalised—and may benefit from early intervention support—or that a younger pupil may be at risk due to a parent's radicalisation, a referral should be made to Croydon's Multi-Agency Safeguarding Hub (MASH) using the current MASH Safeguarding Referral Form.

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances include the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality
- Experiences of dealing with the police
- Involvement with criminal groups

Critical indicators include where the pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

When making a judgement, staff may consider the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities?
- Has the pupil witnessed or become the victim of racial or religious hate crimes?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Is there a pattern of regular or extended travel within the UK?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?
- Is the pupil the victim of social isolation?

Educate Against Hate, a website developed by His Majesty's Government, continues to provide up-to- date information, tools, and resources for school and college leaders, teachers, and parents. It supports the promotion of fundamental British values and helps the education sector identify and respond to signs of extremism and radicalisation in young people.

Channel is part of the government's Prevent strategy, operating under the Counter-Terrorism and Security Act 2015, and is outlined in the latest Prevent Duty Guidance for England and Wales (2023). It provides early support to individuals identified as vulnerable to being drawn into terrorism. Engagement with Channel is entirely voluntary, confidential, and tailored to the specific needs of the individual.

Schools must remain safe spaces where pupils can explore new ideas and develop critical thinking skills that enable them to reject extremist views. Where there are concerns about radicalisation and a referral to Channel is being considered, the school should first consult internally, especially with the

Designated Safeguarding Lead (DSL), and may also seek advice from external agencies such as the

Croydon Prevent Co-ordinator or the local Safer Schools Police Team.

Universal services, community-based Early Help and Family Help

KCSIE 2026 distinguishes universal services and community-based Early Help from targeted Early Help delivered through Family Help. Staff should understand Croydon's local levels of need and assessment arrangements, including section 17 Children in Need support, section 47 child protection enquiries, section 20 accommodation and section 31 care and supervision orders. Non-social-worker practitioners may lead assessments where local arrangements provide for this.

Additional indicators that a child may benefit from support include repeated removals from the classroom, multiple suspensions, a part-time timetable or risk of permanent exclusion; pregnancy or being a parent; early signs of abusive, violent or harmful behaviour; and medical conditions or disabilities that increase vulnerability.

Staff are expected to identify children who may benefit from community-based Early Help / Family Help at the earliest opportunity and take swift action to prevent concerns from escalating. Community-based Early Help / Family Help is a key part of the school's safeguarding strategy and is particularly relevant for children who:

- have disabilities or additional needs, including those with special educational needs (whether they have an Education, Health and Care Plan or not)
- are young carers
- have mental health needs
- are showing early signs of being drawn into anti-social or criminal behaviour, including gang involvement and organised crime
- frequently go missing from home, school, or care
- are at risk of exploitation through child sexual exploitation (CSE), child criminal exploitation (CCE), modern slavery or human trafficking
- are at risk of being radicalised or otherwise drawn into extremism
- have a family member in prison or are affected by parental offending
- are living in households where there is substance misuse, adult mental health concerns, or domestic abuse
- are misusing drugs or alcohol themselves

- have returned home to their family from care
- are showing signs of abuse or neglect, including concerns about the cumulative impact of low-level neglect
- may be at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- are persistently absent from education, including unexplained or concerning patterns of absence
- are privately fostered

Where such needs are identified, the school will consider what internal community-based Early Help / Family Help support can be provided. If the needs require support beyond the school's capacity, a referral will be made to Croydon's Multi-Agency Safeguarding Hub (MASH) for access to appropriate community-based Early Help / Family Help services. Staff will normally consult with parents or carers before making a referral and seek their consent unless doing so would place the child at further risk of harm.

If the child is receiving an community-based Early Help / Family Help intervention, the school will engage with the Team Around the Family (TAF) and may take on the role of lead professional, where appropriate.

The effectiveness of community-based Early Help / Family Help will be regularly monitored and reviewed. If concerns persist or escalate, the school will consider making a referral to statutory social care services, as outlined in Working Together to Safeguard Children (current statutory guidance).

Children requiring mental health support

Staff should be alert to indicators that a child's mental health may be deteriorating and should consider whether this is linked to abuse, neglect, exploitation, attendance, bullying, discrimination, trauma or other safeguarding concerns. Staff are not expected to diagnose conditions. Concerns are shared with the DSL, and the school will use pastoral support, health services, community-based Early Help / Family Help or children's social care as appropriate. If there is an immediate risk of harm, emergency safeguarding procedures apply.

Young carers

Young carers may require additional support because of caring responsibilities and associated impacts on attendance, wellbeing and attainment. The school will identify and support young carers, work with families and relevant services, and consider community-based Early Help / Family Help where needs cannot be met through universal support.

DEFINITIONS OF CHILD ABUSE

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

It is not the role of Archbishop Tenison's Church of England High School staff to determine whether abuse has occurred, but all staff have a duty to act on any concerns and follow safeguarding procedures. The safety, welfare, and protection of children is paramount.

Abuse is defined under four main categories:

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- Conveying to a child that they are worthless or unloved.
- Imposing age- or developmentally-inappropriate expectations.
- Preventing the child from expressing their views.

- Serious bullying (including cyberbullying).
- Seeing or hearing the ill-treatment of others.
- Emotional abuse may occur alone but is also involved in most forms of abuse and neglect.
- Verbal abuse such as persistent criticism, belittling or name calling.

Sexual Abuse

Sexual abuse may involve physical contact including assault by penetration and sexual assault, and non-contact activity including the making or sharing of nudes and semi-nudes. Most sexual abuse is committed by individuals known to the victim, and abuse may be facilitated by an individual, group or organised network.

Involves forcing or enticing a child to take part in sexual activities. This may include:

- Physical contact (e.g. rape, sexual assault).
- Non-contact activities (e.g. involving children in the production or viewing of sexual images, or encouraging sexually inappropriate behaviour).
- Sexual abuse can take place online. It is not limited to adult perpetrators—women and other children may also sexually abuse children. Child-on-child sexual abuse is a specific concern and all staff must be aware of their school's procedures for addressing it.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. This may include failure to:

- Provide adequate food, clothing, or shelter.
- Protect from physical or emotional harm.
- Ensure appropriate supervision or access to medical care.
- Meet emotional needs or provide stimulation.
- Neglect may occur during pregnancy due to maternal substance misuse and may persist throughout childhood.

It is not always obvious when a child is being abused. Some children—especially those with learning difficulties, communication barriers, or social isolation—may be less able to disclose abuse. Often, it is the pattern or accumulation of concerns that signals a safeguarding issue. Even small concerns must be recorded and passed to the Designated Safeguarding Lead (DSL).

Indicators of Possible Abuse or Neglect Include:

- Unexplained or repeated injuries (e.g. bruises, cuts, burns).
- Delay in seeking medical treatment.
- Reluctance to go home or frequent absences.
- Sudden changes in behaviour or academic performance.
- Aggression or extreme compliance.
- Sexualised behaviour inappropriate to age.
- Few friendships or social withdrawal.
- Nightmares, bedwetting, or disturbed sleep.
- Poor hygiene or persistent hunger.
- Self-harm or signs of depression.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It is illegal in the UK and has severe physical and emotional consequences for victims. FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

Professionals across all agencies must be alert to the possibility that a girl may be at risk of FGM, or may have already undergone the procedure. Girls at risk often belong to communities where FGM is known to be practised, but cases can occur anywhere.

Potential indicators that a girl may be at risk include:

- A girl talking about a “special procedure” or a long trip abroad
- Conversations or references to becoming a woman or preparing for marriage
- Requests for extended leave from school or unexplained absences
- Older siblings or relatives who have undergone FGM
- Changes in behaviour after returning from a trip abroad

Victims of FGM may not be aware that it has happened to them, or that it is abusive. Staff must approach any concerns with sensitivity, respect, and confidentiality, while recognising the legal and safeguarding duties that apply.

Under Section 5B of the Female Genital Mutilation Act 2003, introduced by the Serious Crime Act 2015, it is a legal requirement for teachers and other regulated professionals to make a direct report to the police if:

- A girl under 18 discloses that she has undergone FGM, or
- A professional observes physical signs which appear to show that FGM has been carried out

Reports must be made personally to the police by calling 101, as soon as possible (and within one working day). This is known as the FGM Mandatory Reporting Duty.

For suspected or at-risk cases of FGM where there is no visual confirmation or direct disclosure, staff must immediately inform the Designated Safeguarding Lead (DSL). The DSL will make a referral to Croydon’s Multi-Agency Safeguarding Hub (MASH), in line with local safeguarding procedures.

Parents will not be contacted before seeking advice if doing so may place the child at further risk. Referrals will be made even if this is against the pupil’s wishes, in accordance with the school's safeguarding obligations.

The school follows local multi-agency protocols, working with police, health, and social care to safeguard and support children at risk of or affected by FGM.

Child criminal exploitation – county lines (CCE)

Child criminal exploitation can be committed or facilitated by an individual, organised network or gang. Children may identify as part of the exploiting group and may be criminalised for activity undertaken under coercion. Exploitation can constitute modern slavery; where indicators are present.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. Those involved with county lines will often go missing for a few days at a time. Children and young people involved in county lines may be considered as having been trafficked and be victims of criminal exploitation.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years.
- can affect any vulnerable adult over the age of 18 years.
- can still be exploitation even if the activity appears consensual.
- can involve force and/or enticement –based methods of compliance and is often accompanied by violence or threats of violence.
- can be perpetrated by individuals or groups, males or females and young people or adults.
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

If the school become aware of child or young person who may be at risk a referral should be made to MASH.

Child Sexual Exploitation (CSE)

Child sexual exploitation may be committed by an individual or organised network. Safeguarding concerns can overlap with criminal exploitation, trafficking, modern slavery, missing episodes and serious violence, and staff should consider the full context of the child’s circumstances.

- Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.
- Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure an appropriate response to children and young people who go missing, particularly on repeated occasions.
- Archbishop Tenison's staff will refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

Children Missing from Education (CME)

Children missing from education are at significant risk of underachievement, harm, exploitation, and serious safeguarding concerns. Schools have a duty to identify and respond to pupils missing from education to help prevent these risks.

The Department for Education (DfE) defines a child missing from education as:

"A child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision), and who has been out of any educational provision for a substantial period of time."

Under KCSIE (2026) and the Education (Pupil Registration) (England) Regulations 2006, schools must monitor pupil attendance closely and report to the Local Authority when:

- A pupil is removed from roll without a known destination school (e.g. moving out of borough/country)
- A pupil has been absent for 10 consecutive school days without contact or explanation, and reasonable enquiries have been made

In Croydon, referrals for CME are made after 10 working days of the school conducting reasonable checks. These checks must be led by the Designated Safeguarding Lead (DSL) and include:

- Contacting the family via all known phone numbers, emails, and emergency contacts
- Conducting a home visit (if applicable)
- Checking with known siblings' schools or settings

Common reasons for children going missing from education in Croydon include:

- Failure to start school at the beginning of a new academic year
- Mid-year admissions where the child does not arrive
- Removal from roll without confirmed re-enrolment
- Unexplained absences during term time, especially after travel abroad

Where a child is missing from education and their whereabouts are unknown, a referral to the Croydon CME Team must be made promptly:

Contacts for Croydon CME Team: Email: ChildrenMissingfromEducation@croydon.gov.uk Phone: 0208 726 6000

Children Who Are Absent from Education

Regular attendance at school is vital for every child's safety, wellbeing, and academic development. Prolonged or repeated absences may be a sign that a child is at risk of harm, neglect, exploitation, or other welfare concerns.

All staff must be alert to patterns of absence and follow the school's attendance and safeguarding procedures. Absences should be investigated promptly, and appropriate follow-up action taken in line with local authority expectations.

Children may be at increased risk if they:

- Are persistently absent without explanation

- Have unexplained travel abroad
- Have a history of low attendance or sudden changes in behaviour
- Are absent after incidents of domestic abuse or other safeguarding concerns

Where there are concerns about a pupil's attendance, the Designated Safeguarding Lead (DSL) must be informed, and multi-agency involvement considered where appropriate.

Multi-agency working is essential when absence patterns may indicate risk, especially for children who:

- Are on a Child Protection Plan or Child in Need Plan
- Are Looked After Children (LAC) or previously looked after
- Are known to social care or other safeguarding services

In these cases, the school must liaise directly with the child's social worker or lead professional to ensure the child is safe and supported.

Attendance concerns may also warrant a referral to Croydon's Multi-Agency Safeguarding Hub (MASH) where thresholds for community-based Early Help / Family Help or statutory intervention are met.

Domestic Abuse and Sexual Violence (DASV)

Domestic abuse can also include child-to-parent or child-to-carer abuse. This may involve physical, sexual or emotional abuse, stalking, coercive or controlling behaviour and financial exploitation, and should be responded to as a safeguarding concern for all children affected.

Domestic abuse can have a serious, long-term impact on children's health, development, and emotional wellbeing—even if they are not directly harmed. Children are recognised as victims in their own right under the Domestic Abuse Act 2021 if they see, hear, or experience the effects of abuse in their home.

Domestic abuse may involve emotional, physical, sexual, financial, or coercive and controlling behaviour between people who are personally connected. This includes current or former partners, family members, or carers.

Staff must be aware that:

- Exposure to domestic abuse is a safeguarding issue
- It can impact a child's behaviour, attendance, mental health, and ability to learn
- Children may normalise abusive behaviours or feel unable to disclose what is happening at home

When a member of staff becomes aware that a child may be living in a household where domestic abuse or sexual violence is taking place, they must immediately report the concern to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team.

The school will:

- Follow local safeguarding procedures
- Make timely referrals to Croydon's Multi-Agency Safeguarding Hub (MASH) when risk is identified
- Participate in Operation Encompass, where relevant, to ensure the child receives appropriate support following a domestic abuse incident

The response to domestic abuse will always prioritise the safety and wellbeing of the child, regardless of whether the abuse is considered severe enough for statutory intervention.

Forced marriage and Honour Killing

Arranged Marriage - In arranged marriages the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Forced Marriages "Forced Marriage is an abuse of human rights" Universal Declaration of Human Rights Article 16 (2) A forced marriage is where one or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

- Hundreds of young people, some as young as 13, are taken abroad each year and forced into marriage
- Forced marriage can involve child and sexual abuse including abduction, violence, rape, enforced pregnancy and enforced abortion.

- Rejection can place a young person at risk of murder, also known as “Honour Killing”.
- Forced marriage is not sanctioned within any culture or religion.

Young people rarely feel able to disclose their feelings about forced marriage. However, there are some warning signs that may indicate the possibility of an impending forced marriage:

- extended absence from school/college, truancy, drop in academic performance, low motivation, excessive parental restriction and control of movements, and history of siblings leaving education early to marry
- poor attendance in the workplace, poor performance, parental control of income and limited career choices
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

A young person demonstrating any of the above may not be necessarily at risk, but if you feel concerned about a potential forced marriage you should contact Children’s Social Care.

“Honour”-Based Abuse (HBA)

“Honour”-Based Abuse (HBA) refers to a collection of abusive behaviours used to control and punish individuals—typically women and girls—who are perceived to have brought shame or dishonour upon their family or community. This abuse may be triggered by a perceived violation of cultural, religious, or familial expectations and can include physical violence, emotional abuse, coercion, forced marriage, and even so-called “honour killings.”

HBA is a form of domestic abuse and child abuse. It can involve multiple perpetrators and is often premeditated, involving family members, extended networks, or the wider community.

Staff must be alert to the possibility of HBA and understand that:

- Victims may be at immediate risk and may only have one opportunity to disclose.
- Victims may be subject to ongoing surveillance, control, isolation, or threats of violence.
- Forced marriage is illegal in the UK under the Anti-social Behaviour, Crime and Policing Act 2014, and can occur both in the UK and abroad.

If a pupil discloses concerns related to honour-based abuse, forced marriage, or related coercion:

- Do not inform the family or community contacts
- Do not attempt mediation or reconciliation
- Immediately report concerns to the Designated Safeguarding Lead (DSL)

The DSL will:

- Make an immediate referral to Croydon’s Multi-Agency Safeguarding Hub (MASH) or the Police if a child is at imminent risk
- Work in partnership with statutory agencies to secure protection and support for the child

Accurate and confidential records must be maintained, documenting what was said and any actions taken.

Where there is a concern regarding forced marriage or HBA, staff or safeguarding leads can also contact:

- Forced Marriage Unit (FMU): 0207 008 0151 | fmu@fcdo.gov.uk
- Honour Network Helpline: 0800 5999 247
- National Domestic Abuse Helpline (24/7): 0808 2000 247

Child-on-child abuse (including harassment and violence)

Child-on-child abuse is preventable and is a safeguarding issue for both the victim and the alleged perpetrator. It may involve serious physical assault, harm or threats involving a weapon. Staff must challenge harmful and discriminatory behaviour, including racism, misogyny and misandry, and must never dismiss it as banter or part of growing up.

All incidents involving the making or sharing of nudes and semi-nudes require a safeguarding response, whether the sharing is consensual or non-consensual. Staff must not view, copy or forward imagery unless specifically authorised by the DSL in accordance with UKCIS guidance.

All staff should be aware that children can abuse other children (referred to as child-on-child abuse) and that this abuse may occur inside and outside of school, and online. All child-on-child abuse is a safeguarding concern and must never be dismissed, minimised, or seen as a normal part of growing up.

Child-on-child abuse can manifest in many ways, including but not limited to:

- Bullying (including cyberbullying and prejudice-based bullying)
- Physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling)
- Sexual violence and sexual harassment (including online)
- Upskirting (now a criminal offence under the Voyeurism (Offences) Act 2019)
- Initiation/hazing-type violence and rituals
- Consensual and non-consensual making or sharing of nudes and semi-nudes (including images altered or generated using AI)
- Teenage relationship abuse
- Child-on-child sexual exploitation
- Serious youth violence or gang-related harm

If a child causes harm to another child, this must be addressed under the school's safeguarding procedures. Abuse must not be tolerated or passed off as “banter”, “having a laugh”, or “part of growing up.”

Staff must report any concerns about child-on-child abuse to the Designated Safeguarding Lead (DSL). The response will:

- Prioritise the safety and wellbeing of all children involved
- Take into account any power imbalance (e.g. age, size, SEND, social status)
- Assess whether the behaviour is repeated, coercive, exploitative, or harmful
- Consider the context, including online behaviour or group dynamics

Through the curriculum, pastoral systems, and assemblies, students are taught about:

- Consent and healthy relationships
- Respect for boundaries and differences
- Online safety and digital responsibility

We use resources such as the Sexual Behaviours Traffic Light Tool by Brook (www.brook.org.uk) to support our assessment of sexualised behaviours and respond appropriately.

All concerns relating to child-on-child abuse will be taken seriously and investigated in line with safeguarding policy and procedures. The school may work in partnership with external agencies including Children’s Services and the Police, as necessary.

Children who are lesbian, gay, bisexual, or gender questioning

Where a child or parent raises a request relating to social transition, the school will take time to understand the child’s thoughts and feelings, remain professionally curious about the full range of the child’s experiences and vulnerabilities, and will not initiate social transition. Safeguarding, equality, privacy, dignity and the best interests of all children will be considered in accordance with KCSIE 2026.

School premises requirements are followed: pupils use toilets and changing facilities designated for their biological sex. Where a gender-questioning child does not wish to use those facilities, the school will consider an alternative self-contained facility or other individual arrangement that does not compromise single-sex provision or the safety, privacy, comfort and dignity of any child. Arrangements will be recorded and reviewed.

Being lesbian, gay or bisexual is not in itself a safeguarding concern. However, Lesbian, gay and bisexual children and children who are gender questioning may face heightened risks, including bullying, discrimination, social isolation, and mental health difficulties, which can increase their vulnerability to harm.

All staff must be alert to the additional barriers these children may face in seeking help, such as fear of rejection, being outed without consent, or previous negative experiences. These children may be less likely to disclose abuse or ask for support.

The school is committed to:

- Ensuring these children know they can speak to a trusted adult
- Providing safe, inclusive spaces where they feel seen, respected, and supported
- Embedding respect for diversity and equality throughout the school culture

Age-appropriate teaching about lesbian, gay and bisexual relationships is included within statutory Relationships and Sex Education; the school will respond to gender-questioning children in line with KCSIE 2026 and applicable statutory guidance. This is an element of the Relationships Education, Relationships and Sex Education (RSE), and Health Education curriculum in England. Pupils are taught:

- The importance of respect for others
- The characteristics of healthy relationships
- That bullying based on sexual orientation or sex/gender-related characteristics is unacceptable

The school actively challenges homophobic, biphobic and other discriminatory language, bullying, or discrimination, and works in partnership with pastoral and safeguarding staff to promote a culture of dignity, safety, and respect for all.

Serious Violent Crime - people at risk from gang activity or serious youth violence

Staff should be alert to indicators of serious violence, including increased absence, changes in peer groups, relationships with older individuals or groups, significant decline in educational engagement, self-harm or deterioration in wellbeing, unexplained injuries, and unexplained gifts or possessions. Any weapon-related incident is treated as a serious safeguarding concern and the reasons for carrying a weapon, including fear, coercion or criminal exploitation, are explored alongside any disciplinary response.

Schools are a source of safety and security for many young people. Supporting young people to build resilience and raise their awareness of the risks associated with gangs and serious youth violence is key to helping keep young people safe in their communities.

Staff should be aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence
- Change in friendship groups
- Relationships with older individuals or groups
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

These may indicate involvement or approach by criminal networks or gangs. Schools need to be alert to the possibility of children and young people bringing weapons onto their site. There are various reasons why a young person may be carrying a weapon. These should be explored with the young person. Under Croydon's weapons in schools protocol the police must be informed via 101 of any pupil found in possession of a weapon in school or any weapon that is found on the school site.

Making or Sharing Nudes and Semi-Nudes and Sextortion

The school recognises a continuum of harmful sexual behaviour, from developmentally inappropriate or harmful behaviour through sexual harassment to sexual violence. Responses will be child-centred, proportionate and based on an immediate risk assessment, with consideration of managing support internally, universal/community-based Early Help, Family Help, children's social care and/or the police as appropriate. Consent can be withdrawn at any time and cannot be assumed from previous activity.

Making or sharing nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images by children under 18, including photographs, videos and livestreams. Images may be self-generated, taken by another person, digitally altered, or wholly generated using artificial intelligence by children and young people via mobile

devices, messaging apps, or social media. It may also be described by pupils as “sending nudes”, “pics”, “naked selfies”, or “cybersex”.

Although pupils may believe sexting is a private or harmless activity, creating or sharing sexual images of anyone under 18 is illegal—even if the individual is the same age as the person in the image, and even if the image is shared consensually.

Under the Protection of Children Act 1978 and Criminal Justice Act 1988, the following are offences:

- Taking an indecent photograph or video of a child
- Sharing, distributing, or possessing such images

Once shared, images can be:

- Saved, copied, or altered by others
- Distributed beyond the original recipient
- Impossible to fully remove from the internet or devices

Children and young people may face serious consequences including:

- Sextortion: Blackmail or coercion to send more images or money under threat of sharing existing material
- Bullying: Images may be circulated among peers, causing shame, harassment, or exclusion
- Grooming or sexual exploitation: Offenders may use shared images to manipulate or control children
- Mental health harm: Exposure may lead to anxiety, depression, self-harm, or suicidal thoughts

The school follows the UKCIS guidance: “Sharing nudes and semi-nudes: advice for education settings working with children and young people” (2020), which outlines how to respond proportionately, supportively, and in line with safeguarding principles.

If a member of staff becomes aware that a pupil has shared or received explicit images:

- They must report it immediately to the Designated Safeguarding Lead (DSL)
- Devices should not be viewed, copied, or forwarded by staff
- The DSL will determine next steps including risk assessment, safeguarding support, and if necessary, referral to police and/or children’s services

Through the PSD curriculum, Relationships and Sex Education (RSE), and assemblies, students are taught:

- The legal risks and consequences of sexting
- Strategies to resist pressure and seek help
- The importance of digital reputation and consent
- How to report if they feel unsafe online

The school creates a culture where pupils feel safe to talk and are empowered to make informed, respectful choices online and offline.

Domestic Abuse and/or Sexual Violence

Domestic abuse can have a devastating impact on children and young people. It is recognised not only as a safeguarding issue but also as a direct threat to a child’s emotional development, mental health, wellbeing, and long-term outcomes.

The Domestic Abuse Act 2021, which received Royal Assent in April 2021, introduced the first statutory definition of domestic abuse in England and Wales. Crucially, it also recognises children as victims in their own right if they see, hear, or experience the effects of domestic abuse in their home or relationships.

As defined by the Domestic Abuse Act 2021, domestic abuse involves any incident or pattern of behaviour between two individuals who are “personally connected”, and where the behaviour is abusive.

Abuse may be:

- Physical or sexual abuse
- Violent or threatening behaviour
- Controlling or coercive behaviour

- Economic abuse (e.g. restricting access to money, resources, or employment)
- Psychological, emotional, or other abuse

Children do not need to witness abuse directly to be harmed by it. Living in a home where domestic abuse occurs—even if not directed at them—can cause:

- Trauma and fear
- Emotional dysregulation
- Attachment difficulties
- Behavioural problems
- Mental health concerns including anxiety, depression, and post-traumatic stress

Staff must be alert to the signs that a pupil may be experiencing domestic abuse at home, including:

- Changes in behaviour or attendance
- Withdrawn, fearful, or aggressive demeanour
- Physical injuries or frequent somatic complaints (e.g. headaches, tummy aches)
- Overly protective or anxious about family members

If domestic abuse is suspected or disclosed:

- Staff must report it immediately to the Designated Safeguarding Lead (DSL)
- The DSL will follow local safeguarding procedures and, where necessary, refer the child to Croydon's Multi-Agency Safeguarding Hub (MASH)
- The school may participate in Operation Encompass, providing timely support to children who have been exposed to domestic incidents

The school does not require parental consent to make a referral to children's social care if doing so may place the child at further risk.

Operation Encompass

Since November 2025, police have had a statutory duty to notify a child's education setting, and where appropriate the local authority, where they have reasonable grounds to believe a child may be a victim of domestic abuse. Operation Encompass notifications are handled confidentially by the DSL or deputy and do not replace normal referral procedures.

Archbishop Tenison's School participates in Operation Encompass, a national initiative that enables police and schools to work in partnership to provide timely support for children who have been exposed to domestic abuse.

When police attend a domestic abuse incident and identify that a child was present, or normally resides at the address, they will share this information before the start of the next school day with the school's

Designated Safeguarding Lead (DSL). This early notification allows the school to:

- Understand the child's current circumstances
- Provide immediate emotional and practical support
- Ensure the child is safe, heard, and supported from the moment they arrive at school

Operation Encompass is designed to complement—not replace—existing statutory safeguarding procedures. Where there are further concerns about a child's safety or wellbeing, the school and/or police will still make a referral to Children's Social Care.

Homelessness

Temporary accommodation can create additional safeguarding and attendance risks. Where the school is notified that a child is living in temporary accommodation, the DSL will consider the child's welfare, attendance, transport, stability and any need for multi-agency support or information sharing.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being evicted from a property. The Homelessness Reduction Act 2017 places a new legal duty on

English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Online Safety

Online safeguarding includes risks arising from generative AI. This includes AI-generated or altered sexual imagery (including deepfakes/deep nudes), inaccurate or harmful generated content, impersonation, grooming and inappropriate disclosure of personal data. The school's acceptable-use, data protection, filtering and monitoring arrangements apply to generative AI tools used on school systems.

The school is committed to ensuring that pupils are educated and protected in relation to the ever- evolving risks posed by the online environment. Online safety is a key part of our safeguarding responsibility, and is embedded across the curriculum, pastoral support, staff training, and digital systems.

Children are exposed to a wide range of online risks, which are grouped into four main categories, as outlined in KCSIE (2026):

- Content – being exposed to illegal, inappropriate, or harmful material. Examples: pornography, self-harm or suicide content, misogyny, racism, fake news, anti- Semitism, radicalisation, and extremism.
- Contact – being subjected to harmful online interaction with others. Examples: grooming, online exploitation, coercion, peer-to-peer pressure, impersonation, or predatory contact by adults.
- Conduct – engaging in or being a victim of inappropriate online behaviour. Examples: online bullying, sharing of explicit images (including self-generated), oversharing personal data.
- Commerce – being exposed to online risks related to money or personal data. Examples: scams, phishing, online gambling, inappropriate advertising.

Some pupils may be more vulnerable to online harm due to additional needs, experiences of abuse or neglect, or limited parental supervision. The school recognises these risks and ensures additional support and early intervention, including referrals to community-based Early Help / Family Help, Children's Social Care, or specialist services when appropriate.

The school teaches children how to stay safe online through:

- The Computing and PSD/RSE curriculum
- Assemblies and thematic safeguarding events
- Regular reinforcement of responsible internet use
- Specific support for high-risk groups, including those with SEND

Pupils are encouraged to talk to trusted adults about anything that makes them feel unsafe or uncomfortable online.

In line with the DfE's Filtering and Monitoring Standards (2023), the school does all that is reasonably possible to limit children's exposure to online risks via school devices and systems.

We ensure:

- Clear roles and responsibilities are assigned to manage filtering and monitoring
- A formal review of filtering and monitoring effectiveness is carried out at least once every academic year by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support; checks cover all internet-connected devices in relevant locations and are recorded
- Filtering systems are in place to block access to harmful or inappropriate content, without unreasonably restricting learning
- Monitoring strategies are used to detect safeguarding issues and alert the DSL to potential risks
- All systems meet legal and technical expectations, and staff receive appropriate training

The school regularly reviews its approach to online safety, including in response to updates in legislation, emerging trends, and new risks to children.

Trafficking

We are diligent in following all aspects of our child protection procedures. Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse, but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future.

Children with Special Education Needs and Disabilities (SEND)

Children with SEND and/or health issues may also have difficulty distinguishing fact from fiction in online content, may repeat content without understanding the consequences, and may face increased online risks. The DSL and SENCO will liaise closely and consider additional pastoral and communication support.

The school/college is aware that children with special education needs may face increased risk of harm and abuse and may be more likely to experience bullying. They can face additional safeguarding challenges because.

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs.
- difficulties may arise in overcoming communication barriers.
- there may be a higher risk of peer group isolation

School/college policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help.

Children with medical conditions

Children with medical conditions may face additional safeguarding vulnerabilities, including dependence on adults for care, communication barriers, frequent absence or isolation. Staff will follow individual healthcare plans and safeguarding procedures, share concerns with the DSL and relevant health professionals, and consider whether additional support is required.

PROCEDURE FOR DEALING WITH A DIRECT DISCLOSURE

Safeguarding must be embedded in all aspects of school life and should inform all actions, decisions, and interactions involving children. Staff receive regular, statutory safeguarding training, including how to recognise signs of abuse, respond appropriately to disclosures, and understand abuse by adults or other children.

It is vital that children receive the right help at the right time to prevent concerns from escalating. This includes acting promptly on signs of abuse or neglect, recording concerns clearly, listening to the child's voice, sharing information swiftly, and challenging inaction when necessary.

What to Do If You Are Concerned About a Child's Welfare

All safeguarding concerns must be reported on the same day they arise. Any concern, however small, could be part of a wider picture.

- Staff must raise concerns using CPOMS (Child Protection Online Monitoring System), completing the incident log with detailed, factual information.
- The system will alert the Designated Safeguarding Lead (DSL) or another member of the safeguarding team immediately.
- The DSL is responsible for coordinating any action, including liaison with Children's Social Care, Police, or other agencies if required.

Making Referrals – Croydon's Multi-Agency Safeguarding Hub (MASH)

If a referral to external services is needed, the DSL (or a staff member, where appropriate) will contact:

Croydon MASH (community-based Early Help / Family Help or Children's Social Care) Urgent Child Protection Concerns (Monday to Friday, 9am–5pm): 0208 255 2888 Out of Hours Duty Team: 0208 726 6400 MASH Portal (within 3 hours of a call): Croydon MASH Portal

- Any professional can contact MASH directly where there is immediate risk.
- The DSL will record the referral and outcome, inform the Interim Heads, and monitor follow-up.
- A written record of the disclosure and referral must be completed within 48 hours.

What to Do If a Child Makes a Disclosure

1. Remain calm and allow the child to speak freely—listen carefully and do not interrupt.

2. Use TED prompts to encourage open conversation: a. Tell me what happened… b. Explain what happened next… c. Describe how that made you feel…

3. Avoid leading questions, making assumptions, or expressing disbelief.

4. Do not promise confidentiality—explain that the information must be shared to keep them safe.

5. Record the disclosure accurately, including: a. Date, time, place, who was present b. Exact words used by the child (where possible) c. Observations of injuries or distress (if applicable) d. Upload notes to CPOMS immediately

6. Report the disclosure to the DSL without delay, who will take appropriate action, including referral to external agencies if necessary.

7. Do not contact parents yourself—this is a decision made by the DSL based on the nature and risk of the concern.

8. Do not approach or question any individual implicated in the disclosure—this could compromise a future police investigation.

Sharing Information

- Safeguarding is a shared responsibility. Relevant information must be shared with other professionals involved in protecting the child, such as social workers or police.
- All records and information should be stored securely and treated as confidential within safeguarding frameworks.
- The school follows the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, but the safety of the child takes precedence over confidentiality where there is risk of harm.

Safeguarding information will be shared lawfully, securely and proportionately. Data protection law does not prevent the sharing of information for safeguarding purposes. Staff should consider the purpose of sharing, the urgency and level of risk, what information is relevant and necessary, who needs it, whether consent should be sought, and whether informing a parent or child could increase risk. Decisions and their rationale are recorded. Child protection files are transferred securely and promptly when a child moves school.

HEALTH AND SAFETY AND WELFARE

Sport and safeguarding: safeguarding expectations apply to school sport, including external coaches and clubs, changing arrangements, supervision, positions of trust and the reporting of concerns. Participation and facilities will be organised in accordance with KCSIE 2026, the Equality Act 2010 and relevant national governing body guidance, with safety, privacy and dignity at the centre.

Reasonable force and restrictive intervention: any use of reasonable force or restrictive intervention must be lawful, necessary, proportionate and for the shortest time necessary. Staff must consider known vulnerabilities, SEND, medical conditions and trauma, record significant incidents and consider whether a safeguarding referral or review of support is required.

The safety and welfare of all pupils/students at Tenison's School is our highest priority. Our ethos is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to Safeguarding/ child protection the School will follow the procedures laid down with DfE guidance contained in Working Together to Safeguard Children 2023, and Keeping Children Safe in Education (KCSIE 2026) All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with the School Safeguarding Policy and the Health and Safety and Welfare guidelines. This includes a

duty both to children in need and to children at risk of harm. All staff have read Part 1 of KCSIE and Annex A. Safeguarding children and child protection issues are on the agenda of regular staff meetings and discussions where by the school draws on the expertise of staff to help shape safeguarding arrangements and policies. All School staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

SAFER EMPLOYMENT PRACTICES

KCSIE 2026 changes to regulated activity are reflected in the school's Safer Recruitment Policy. The former "supervision exemption" has been removed: volunteers who teach, train, instruct or supervise children on more than three days in a 30-day period or overnight may be engaging in regulated activity. Appropriate enhanced DBS and barred-list checks will be completed where required before regulated activity begins.

Safeguarding responsibilities for supply staff, trainee teachers and contracted staff are shared with the relevant third-party organisation. The school will ensure allegations or concerns are addressed jointly and will consider referral to the LADO where the harm threshold may be met.

Safer Recruitment (please refer to our safer recruitment policy) and Employment of Staff and Single Central Record: We operate safe recruitment procedures, particularly pre-appointment checks on staff including Disclosure and Barring Service (DBS) checks, but also pre-appointment checks on volunteers, staff of contractors and other individuals that are not school staff or supply staff. When shortlisting, it is good practice to advise candidates that online searches will be carried out.. Archbishop Tenison's High School follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The Single Central Register (SCR), often referred to as the Centralised Record, is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work. Further details on the exact nature of checks for certain parties can be found in our Safer Recruitment Policy, including:

- Staff employed by another organisation including agency and third party staff
- Contractors
- Adults who supervise children on work experience

Appointment Procedure

The school will use the DfE "Check a teacher's record" service where required and will apply current KCSIE 2026 requirements for volunteers, self-employed people, visitors, work experience and overseas checks. The duty to refer to the DBS applies to relevant concerns about volunteers as well as paid staff.

The following checks are made before an appointment is confirmed.

1. Evidence of identity, including name address and date of birth

2. Application form with checks on any gaps in employment and a record that the reasons for any gaps are satisfactory

3. Number and date of DBS or barred list check (the 'disclosure' itself should normally be destroyed within 6 months, except in the case of supply staff)

4. A prohibition order check for teaching staff

5. Two references requesting referees to give any reason why the applicant should not be employed for work with children; if a reference is taken over the telephone, detailed notes should be taken, dated and signed

6. Evidence of qualifications (if relevant)

7. Medical declaration

8. Evidence of permission to work (for any member of staff who is not a national of a European Economic Area (EEA) country)

9. Evidence of checks provided by another country for an applicant who has worked abroad (if applicable)

10. Interview with written record of outcome

The procedure also includes:

1. Informing applicants that any previous employer may be contacted;

2. Following up references with telephone calls where this is considered desirable;

3. Making contact with the school at which the applicant last worked, if he or she is not currently working in a school (in order to confirm employment details and reasons for leaving;

4. Making clear that checks must be completed before an appointment can be confirmed.

All these checks for newly appointed staff are recorded on the Central Register. Senior staff will complete online training for Safer Recruitment in Education. There is not a set frequency for staff refresher training. The training is available from NSPCC: www.nspcc.org.uk. All volunteer helpers and contractors working regularly during term time are also vetted.

Use of mobile phones, cameras:

The school maintains a mobile phone policy that is informed by safeguarding risk. Expectations for pupils, staff and visitors are communicated clearly and are reviewed alongside online safety arrangements.

- In general, staff should not use mobile telephones in the presence of children. Personal mobile telephones should never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Interim Heads. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Interim Heads or parents of the child involved. There is a separate policy on the use of Mobile Phones by pupils and students and all staff must read the Mobile Phone Policy in conjunction with the Safeguarding Policy.

Email, electronic communication and computers

Information security is part of safeguarding. Access to systems and safeguarding records is controlled according to role; passwords and accounts must not be shared; suspected data or cyber-security incidents must be reported promptly; and secure backups and recovery arrangements are maintained.

- Staff will only use the School's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Interim Heads and Chair of Governors. Staff will only use the approved School email, or other School-approved communication-systems with pupils or parents/guardians, and only communicate with them on appropriate School business and will not disclose their personal telephone numbers and email addresses to pupils or parents/Guardians.
- All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our E-safety Policy. Pupils, staff and parents will sign the Acceptable Use Policy, and regular mention of appropriate use of IT is made at staff training sessions.

Site Security

Use of school premises by other organisations: where the school lets or otherwise makes premises available for activities involving children, it will seek assurance that the provider has appropriate safeguarding and child protection arrangements. Any safeguarding concern arising from such use will be managed under the school's procedures and, where appropriate, referred to the LADO or children's social care.

Archbishop Tenison's School provides a secure site but the site is only as secure as the people who use it. Therefore, all people on site have to adhere to the rules, which govern it. Therefore:

- Main gates from carpark should be locked at all times excluding 30 minutes during arrival time in the morning and departure time at the end of the school day.
- All exit doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitor's badge on entry.
- Pupils will only be allowed home with adults with parental responsibility or confirmed permission.

- Pupils should never be allowed to leave school alone during school hours and, if collected by an adult, signed out.
- Should a pupil leave the school premises without permission, staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents/carers and Police will be informed of the circumstances if necessary.

School residential trips

- The DSL and the Deputy DSL routinely sign off all trips involving any overnight staying. If a pupil on the Safeguarding list of concerns is included in that trip, the DSL (Designated Safeguarding Lead) and the DDSL (Deputy Designated Safeguarding Lead) will confer with the relevant member of staff so that proper support of the pupil (which might involve not allowing him or her to take part due to concerns about welfare) can be guaranteed.

Admissions and Attendance

Where appropriate, the Designated Teacher will liaise with the Virtual School Head to support the attendance and educational outcomes of looked-after children, previously looked-after children and other children for whom the Virtual School has a relevant role.

Alternative provision: where a pupil is placed with an alternative provider, Archbishop Tenison's School remains responsible for the pupil's safeguarding. The school will obtain written assurance about safeguarding and safer recruitment arrangements, maintain oversight of attendance and welfare, share relevant safeguarding information, and review the suitability and quality of the placement.

- All parents applying for places at the School will be informed of our safeguarding responsibilities and the existence of this policy. Any pupil whose attendance falls below 80% during the course of a full school term will be monitored very closely and vigilance is applied mindful of the risks for pupils associated with going missing from education.

Review, Monitoring and Evaluation

The annual safeguarding review will include online safety and filtering/monitoring effectiveness, safer recruitment and regulated activity, allegations and low-level concerns, use of premises, alternative provision, staff training, pupil voice and the impact of relevant KCSIE updates.

The Interim Heads and the Designated Safeguarding Lead report termly to the Governors on all matters relating to Safeguarding – this is usually in the termly Safeguarding Meeting. The annual review of the school's child protection policies, including an update and review of their implementation, is carried out by the Interim Heads and the Designated Safeguarding Governor. It is the responsibility of the

Interim Heads and Governor to:

- Review the procedures for and the efficiency with which the child protection duties have been discharged;
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- Approve amendments to child protection arrangements in the light of changing Regulations or recommended best practice
- Ensure that the school contributes to inter-agency working in line with Working Together to Safeguard Children (current statutory guidance) through effective implementation of the child protection policy and procedures and good cooperation with local agencies.
- Ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL. Minutes of the annual review are taken.
- If there has been a substantial allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to prevent similar events in the future. Should any deficiencies or weaknesses in child protection arrangements be identified, these will be remedied without undue delay.

This policy is subject to continuous monitoring, refinement and audit by the Interim Heads and Designated Safeguarding Lead (DSL). The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than September 2027, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Policy Reviewed and Signed by:

Interim Heads: Bolanle Akanho and Eliezer Koramoa 15.10.26

Designated Safeguarding Lead: Anna Robinson 15.10.26

Chair of Governors: Amanda Johnson 15.10.26