



Safeguarding & Child Protection Policy

September 2025

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Betsie Fitzgibbons

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Chair of Governors

Adrian Turner

turnera@moonhall.co.uk

SCC Designated Officer (LADO) Team

0121 675 1669

Early Help Locality Teams (EHA)

Surrey Single Point of Access 0300 460 9100

In case of emergency phone police on 999

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School Purpose Statement

Moon Hall School is a specialist independent school for students aged 7 to 11 who have dyslexia and/or related literacy-based difficulties. Our students may also present with speech, language and communication needs (SLCN), attention difficulties, and anxiety. We are committed to providing an environment in which all pupils are challenged to be the best they can be, with pastoral care and well-being underpinning academic excellence.

We believe in providing an education for life, blending tradition with opportunities from new technology. Learning how to learn is key, fostering independent thinking, resilience, and respect for others. As a non-boarding school, we focus on day pupils, working closely with families to support neurodiverse learners. Our approach remains true to our values of inclusivity, vigilance, and child-centred care.

At Moon Hall School, we focus on developing the whole person, ensuring pupils leave ready for life's challenges, understanding their responsibilities, and equipped to engage positively in a changing world.

Safeguarding Statement & Terminology

At Moon Hall School, safeguarding is at the heart of everything we do. We are unwavering in our commitment to keeping every child safe, and we believe that safeguarding is everyone's responsibility. We recognise that safeguarding is more than a statutory requirement — it is a moral duty. We foster a culture where staff are professionally curious, vigilant, and empowered to act in the best interests of children.

Our policies and procedures are robust, proactive, and responsive to the complex and individual needs of our pupils, the majority of whom have a diagnosis of dyslexia or other Specific Learning Difficulties (SpLDs). We ensure that our safeguarding practice is:

- Child-centred – always acting in the best interests of the child
- Preventative and vigilant – with clear systems for reporting concerns

- Inclusive and accessible – recognising that some of our pupils may struggle to express worries verbally or in writing
- Aligned with statutory guidance – including Keeping Children Safe in Education 2025 (KCSIE) and the Independent School Standards (ISS)

All staff, volunteers, visitors, and contractors are expected to adhere to this policy and play a part in our safeguarding culture.

Terminology:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Linked Policies

This policy should be read in conjunction with the following Moon Hall School policies:

- Anti-Bullying Policy
- Behaviour Policy
- Online Safety Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Complaints Policy
- Data Protection Policy
- Attendance Policy
- Curriculum Policy (including PSHE and RSHE)
- Health and Safety Policy
- SEND Policy

School Contacts

Contact	Role/Responsibility	Email / Phone
Tom Duke	Designated Safeguarding Lead (DSL) / Deputy Head, Pastoral	duket@moonhall.co.uk / 01306 611 372
Michelle Catterson	Deputy DSL / Headteacher	cattersonm@moonhall.co.uk / 01306 611 372
Katie Maiklem	Deputy DSL	maiklemk@moonhall.co.uk / 01306 611 372
Kirsty Wallace	Deputy DSL	wallacek@moonhall.co.uk / 01306 611 372
Ian Matthews	Deputy DSL	matthewsi@moonhall.co.uk / 01306 611 372
MoonHall Safeguarding Inbox	For general safeguarding concerns	safeguarding@moonhall.co.uk / 01306 611 372
Betsie Fitzgibbons	Safeguarding Governor	fitzgibbonsb@moonhall.co.uk / 01306 611 372
Adrian Turner	Chair of Governors	turnera@moonhall.co.uk / 01306 611 372
CPOMS – Moon Hall	To record and report safeguarding concerns (staff only)	https://moonhall.cpoms.net

External Agency Contacts

Contact / Agency	Role/Responsibility	Email / Website	Phone Number
Surrey Children's Single Point of Access (C-SPA)	Report concerns / referrals	cspa@surreycc.gov.uk	0300 470 9100 (Mon–Fri, 9–5) Out of hours: 01483 517898
Surrey Local Authority Designated Officer (LADO)	Allegations against staff/volunteers	lado@surreycc.gov.uk	0300 123 1650
Surrey Police – Safeguarding Unit	Immediate safeguarding concerns / emergencies	—	Emergency: 999 Non-emergency: 101
NSPCC Helpline	For adults concerned about a child	help@nspcc.org.uk	0808 800 5000
Childline	For children to report or get support	www.childline.org.uk	0800 1111
Surrey Safeguarding Children Partnership (SSCP)	Local guidance, training & thresholds	Surrey SCP Website	Via website
Prevent Duty (Counter-Terrorism)	Radicalisation concerns	preventreferrals@surrey.pnn.police.uk	01483 632982
CEOP (Child Exploitation & Online Protection)	Report online abuse / exploitation	www.ceop.police.uk	Via website
Ofsted – Safeguarding Concerns	Concerns about safeguarding in schools	enquiries@ofsted.gov.uk	0300 123 4666

Equalities Statement

Moon Hall School is committed to equality of opportunity and to safeguarding and promoting the welfare of all pupils regardless of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage/civil partnership, or sexual orientation. We recognise the additional vulnerabilities of pupils with SEND and neurodiversity, ensuring our practices are inclusive and accessible.

1 Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2023, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015, and Keeping Children Safe in Education 2025 (KCSIE). The policy also reflects the Independent School Standards and the requirements of the Surrey Safeguarding Children Partnership (SSCP).

The Governors take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

2 Policy Principles and Values

The welfare of the child is paramount. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Pupils and staff involved in child protection issues will receive appropriate support.

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

3 Policy Aims

To provide all staff with the necessary information to enable them to meet their child protection responsibilities. To ensure consistent good practice. To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

4 Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

Given our pupils' SpLDs, we are alert to barriers in disclosure, such as delays in expressive language or masking distress, and provide multiple routes for pupils to raise concerns (e.g. worry boxes, pastoral sessions).

5 Prevention/Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE/RSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety, road safety, pedestrian and cycle training. Also focussed work on self-esteem and self-motivation.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues with regards to online safety and the use of mobile devices.

6 Safe School, Safe Staff

We will ensure that:

- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), the role and names of the Designated Safeguarding Lead and their deputy(ies), the child protection policy, the behaviour policy, the safeguarding response to children missing in education and the role of the DSL, including online safety and filtering and monitoring.
- All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children Partnership which is regularly updated. In addition, all staff receive safeguarding and child protection updates (e.g. email, e-bulletins, staff meetings) as required and at least annually and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety, filtering and monitoring and the management of allegations against adults, including supply staff.
- The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website.
- The school provides a coordinated offer of early help when additional needs of children are identified and contributes to inter-agency plans to provide additional support to children subject to child protection plans.
- The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The Headteacher ensures that the child protection policy and procedures are implemented and followed by all staff and that sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- The proprietor/governing body ensures that the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should 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. Proprietors and governors should consider the number and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

- The leadership team and relevant staff have an awareness and understanding of the filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.

7 Roles and Responsibilities - All Staff

All staff have a key role to play in identifying concerns early and in providing appropriate support for children at risk of emerging problems in line with the Early Help process.

All staff will:

- Be familiar with this child protection policy and implement the school's procedures in line with them.
- Listen to, and take seriously, any concerns raised.
- Know what to do if a child tells them they are being abused or neglected, including the requirement not to promise confidentiality.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and know that safeguarding incidents could happen anywhere and staff should be alert to possible concerns arising.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help or protection.
- Be aware of the early help process and understand their role within it, including acting as lead professional where appropriate.
- Be aware of, and understand, the process for making referrals to children's social care, understanding statutory assessments and the role they may play in these assessments.
- Be prepared to contribute to whatever actions are needed to safeguard the child including making a referral to children's social care and supporting a child in need or child protection plan.
- Know what to do if a child is missing from education, particularly on repeat occasions and/or prolonged periods.
- Have an awareness of safeguarding issues that can put children at greater risk of harm, for example behaviours linked to drug taking, alcohol abuse, truanting and child on child abuse such as bullying and sexting.

- Be aware of the mandatory duty to report cases of known female genital mutilation.
- Have an awareness of other risk indicators as detailed in this policy and KCSIE such as child sexual exploitation, child criminal exploitation, mental health concerns, online safety, radicalisation and serious violence.
- Have an awareness of the school's filtering and monitoring processes and procedures.

7 Roles and Responsibilities – Headteacher

The Deputy Head, Pastoral who is also the Designated Safeguarding Lead (DSL), supported by the Executive Headteacher (Deputy DSL), will ensure that:

- The school fully contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children.
- The child protection policy and procedures are implemented and followed by all staff.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Learners' safety and welfare is addressed through the curriculum.
- The school complies with DfE and SSCP requirements in regard to information sharing.
- Policies and procedures are fully implemented and followed by all staff and that sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- The Executive Headteacher is responsible for dealing with any allegations regarding adults/staff, including low-level concerns and safeguarding concerns that require referral to the LADO. This includes liaising with the LADO as required and ensuring appropriate investigations and record-keeping.

7 Roles and Responsibilities - DSL and Deputy DSLs

The Designated Safeguarding Lead (DSL) is the Deputy Head, Pastoral - Tom Duke, who is a senior member of staff from the school's leadership team and the role is explicit in their job description. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to safeguard pupils in school.

Deputy DSLs are trained to the same standard as the DSL, and the role is explicit in their job descriptions. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL; this lead responsibility should not be delegated. The Deputy DSLs assume the same training and responsibilities as the DSL, including providing advice, managing referrals, and contributing to assessments.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Whilst the DSL is expected to be available in person, KCSIE recognises that this may not always be possible, and where this occurs alternative appropriate arrangements will be put in place.

Out of hours/out of term arrangements are as follows:

Tom Duke, Deputy Head, Pastoral (DSL) is available on 07974 800475 and via email at duket@moonhall.co.uk. If the concern relates to the Headteacher, staff should contact the Chair of Governors, Adrian Turner, at turnera@moonhall.co.uk.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The DSL will also:

- Keep the Headteacher informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.

- Be aware that children must have an ‘appropriate adult’ to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and deputies are set out in Annex C of KCSIE.

7 Roles and Responsibilities – Governors

The Governing Body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school’s local multi-agency safeguarding arrangements.
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure all staff have read and understand Part 1 and Annex B of KCSIE 2025 and that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part 1.
- Ensure the DSL has appropriate time, funding, training and resources, and that there is a written job description for the DSL role.
- Ensure the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand how to escalate any concerns where required.
 - Making sure that the 'designated safeguarding person' takes lead responsibility for safeguarding, which includes online safety, filtering and monitoring.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Ensure the school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure.

- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Ensure the school has appropriate online safety, filtering and monitoring systems in place in line with DfE guidance, including cybersecurity resilience.
- Conduct termly audits and spot-checks, review pupil voice surveys, and ensure external reviews as appropriate.

The Safeguarding Governor (Betsie Fitzgibbons) will liaise with the Headteacher and DSL on safeguarding matters and report to the full board.

8 Confidentiality & Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, KCSIE 2025 emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing Advice July 2018. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

9 Child Protection Procedures and Flowchart

Teachers and other staff are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff will follow the SSCP Effective Family Resilience and Levels of Need document which can be found online.

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday. Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Development means physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. Ill-treatment includes sexual abuse and other forms of ill-treatment

which are not physical. Abuse may be emotional, physical, sexual or neglect (see section 13 for 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. There are broader online risks for children e.g. sexual violence, sexual harassment, criminal exploitation, radicalisation, and children can abuse other children online.

Steps for recording concerns

Concern →

Record on CPOMS → NB: Please ensure you notify the "Safeguarding Team" on CPOMS

Safeguarding Team reviews →

Decision: Early Help, Referral, etc.

10 Dealing with Disclosures

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe.

The degree of confidentiality should always be governed by the need to protect the child. The child should not be asked leading questions and only prompted with open questions - who, what, when, where. The staff member must not scrutinise the child for signs that they have been abused or question the child further.

All concerns, discussions, decisions (and rationales for those decisions) will be recorded in writing on CPOMS.

If a child starts to talk to an adult about potential abuse, the adult should:

- Listen more than talk.
- Not promise confidentiality.
- Explain that the adult must pass the information on.
- Only ask questions to clarify – use TED: Tell, Explain, Describe.
- Not ask leading questions.

- Write up the conversation as soon as possible in the child's own words.
- Stick to the facts; do not put your own judgement on the record.
- Sign and date the write-up and pass it on to the DSL.

11 Safeguarding Concerns and Allegations against Adults Working with Children

This procedure must be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved in a way that indicates they may not be suitable to work with children.
- Behaved towards a child or children in a way that indicated they may pose a risk of harm to children.

The school's low-level concerns policy provides a clear procedure for sharing confidentially such concerns. All staff must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately to the Headteacher who will liaise with the LADO.

The Headteacher is responsible for dealing with any allegations regarding adults/staff, including safeguarding concerns that require referral to the LADO. If the concern relates to the Headteacher, it must be reported to the Chair of Governors, who will liaise with the LADO.

For incidents on school premises involving external organisations, school procedures apply, including record retention until pension age or 10 years.

12 Low-Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples could include:

- Being over friendly with children.
- Having favourites.

- Taking photographs of children on their mobile phone, contrary to school policy.
- Engaging with a child on a one-to-one basis in a secluded area without safeguards.
- Humiliating pupils through sarcasm or belittling comments.
- Inappropriate comments or jokes that could be perceived as discriminatory or offensive.
- Behaviour outside of school that might question suitability to work with children.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Records will be reviewed so that potential patterns of concerning behaviour can be identified. Low-level concern records will be retained at least until the individual leaves employment.

Where a pattern is identified, the school will decide on a course of action, which may include referral to the LADO if the harm threshold is met, or internal disciplinary procedures.

The Headteacher is responsible for dealing with low-level concerns regarding adults/staff, ensuring they are addressed promptly and proportionately.

13 What is Child Abuse?

The following definitions are taken from Working Together to Safeguard Children and KCSIE 2025 Annex B.

Physical Abuse: May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. (See Appendix 1)

Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. (See Appendix 2)

Sexual Abuse: Involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence. (See Appendix 3)

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs. (See Appendix 4)

14 Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children

- Physical abuse such as hitting, kicking, biting, hair pulling
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images/videos
- Upskirting
- Initiation/hazing type violence and rituals

Moon Hall School has a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, or “part of growing up”.

15 Harmful Sexual Behaviour

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

A useful umbrella term is “harmful sexual behaviour” (HSB). Sexual behaviour between children can be considered harmful if one of the children is much older, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them.

The school uses the Brook Sexual Behaviours Traffic Light Tool to assess behaviours (see Appendices 6-8).

16 Anti-Bullying & Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying.

We keep a record of known bullying incidents on CPOMS. All staff are aware that children with SEND and/or differences are more susceptible to being bullied.

17 Online Safety / Cybercrime

The school has an online safety policy which is set out in a separate document. It is essential that children are safeguarded from potentially harmful and inappropriate online material.

An effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content
- Contact: being subjected to harmful online interaction with other users
- Conduct: online behaviour that increases the likelihood of, or causes, harm
- Commerce: risks such as gambling, scams, phishing

The school ensures online safety is a running and interrelated theme within the whole-school approach to safeguarding. The DSL takes lead responsibility for filtering and monitoring.

We recognise the risks of misinformation, disinformation, and conspiracy theories as harms. Staff are trained on generative AI guidance.

18 Sharing Nudes and Semi-Nudes

Sharing nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.

The school will follow the UKCIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'. If staff become concerned about a problem involving the taking or sharing of such images the DSL must be informed as a matter of urgency.

19 Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

20 Radicalisation, Terrorism and Extremism, including Prevent

The Prevent Duty for England and Wales (2015) places a duty on education settings to prevent people from being drawn into terrorism. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies.

If staff are concerned about a change in behaviour of an individual or see something that concerns them, they must seek advice from the DSL. Schools must refer individuals considered at risk of being drawn into terrorism to the Channel Programme.

21 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer abuse in their own intimate relationships. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The school is enrolled onto Operation Encompass, a national police and designated teacher initiative to share information efficiently to ensure children are supported.

22 Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, acquaintances, or strangers.

Other community safety incidents can raise concerns amongst children and parents, such as people loitering or unknown adults engaging children. Pupils will be taught strategies for keeping themselves safe.

23 Children and the Court System

Children are sometimes required to give evidence in criminal courts, either as a witness or as a defendant. The school will ensure support is provided and will access guidance from the Ministry of Justice.

24 Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will seek to support pupils in this position through pastoral support and specialist agencies.

25 Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies are aware of contact details and referral routes into the Local Housing Authority so they can raise concerns at the earliest opportunity.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity.

The school includes the risks of criminal exploitation in the PSHE and RSHE curriculum. Staff will be aware of the key indicators of children being sexually or criminally exploited.

27 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

There is a statutory duty on teachers to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18.

28 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry under 18, even without coercion.

29 So-called 'Honour'-based Abuse

So-called honour-based abuse encompasses incidents or crimes committed to protect or defend the honour of the family or community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse.

30 One Chance Rule

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance to speak to a child who is a potential victim and one chance to save a life.

31 Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or 18 if disabled.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

32 Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe.

The designated teacher for looked after children works with the virtual school to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children.

33 Children Absent from Education

Attendance, absence and exclusions are closely monitored. The school will hold more than one emergency contact number for pupils where possible.

A child being absent from education, particularly repeatedly, can be a warning sign of safeguarding issues such as exploitation, mental health problems, FGM or forced marriage.

The school monitors attendance closely and addresses poor or irregular attendance without delay in line with the school's attendance policy.

34 Pupils Missing Out on Education

The school follows DfE legal requirements for schools in respect of recording and reporting children who leave school without a known destination. Where a pupil has 10 consecutive days of unexplained absence and reasonable steps have been taken to establish their whereabouts without success, the school will make an immediate referral to Surrey C-SPA.

35 Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and children's behaviour. We recognise that absence, particularly repeated or prolonged, can act as a vital warning sign of safeguarding issues.

The school works in partnership with Surrey Schools and Student Support Service. Where there are welfare or safeguarding concerns, the school will seek advice and inform relevant agencies.

36 Restrictive Physical Intervention

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

Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Working Practice' guidance to ensure they are clear about their professional boundaries.

37 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

If it becomes necessary to consult outside the school, they should speak in the first instance to the LADO following the Whistleblowing Policy. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns internally. Phone: 0800 028 0285 (Mon–Fri, 8am–8pm). Email: help@nspcc.org.uk.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body whose contact details are available to staff.

38 After-school Clubs, Community Activities and Tuition

When the school hires or rents out school facilities/premises to organisations or individuals, we ensure that appropriate arrangements are in place to keep children safe. We will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place.

If an allegation is made relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, we will follow our own safeguarding policies and procedures, including informing the LADO if required.

39 Links to Useful Websites

- Keeping Children Safe in Education 2025: www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Working Together to Safeguard Children: www.gov.uk/government/publications/working-together-to-safeguard-children--2
- What to do if you're worried a child is being abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
- Surrey Safeguarding Children Partnership: www.surreycc.gov.uk/safeguarding
- NSPCC: www.nspcc.org.uk
- Childline: www.childline.org.uk
- CEOP: www.ceop.police.uk
- Lucy Faithfull Foundation Shore Space: www.lucyfaithfull.org.uk/shore-space

- DfE Plan Technology for Your School: www.gov.uk/guidance/plan-technology-for-your-school
- DfE Generative AI Guidance: www.gov.uk/government/publications/generative-artificial-intelligence-in-education

Appendix 1 - Indicators of Physical Abuse

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Appendix 2 - Indicators of Emotional Abuse

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders – anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

Appendix 3 - Indicators of Sexual Abuse

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, e.g. anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

Appendix 4 - Indicators of Neglect

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

Appendix 5 - Indicators of Vulnerability to Radicalisation

- Identity crisis – distanced from cultural/religious heritage, discomfort about place in society
- Personal crisis – family tensions, isolation, low self-esteem, dissociation from friends
- Personal circumstances – migration, community tensions, grievance from discrimination
- Unmet aspirations – perceptions of injustice, failure, rejection
- Criminality – involvement with groups, imprisonment
- Special educational need – difficulties with social interaction, empathy, consequences

More critical indicators: contact with recruiters, accessing extremist websites, possessing literature, using narratives to justify violence, changes in appearance/behaviour, isolation.

Appendix 6 - Sexual Behaviour Traffic Light Tool (0-5 years)

Green behaviours: Normal, mutual, no power imbalance (e.g. playing doctors)

Amber behaviours: Inappropriate but not abusive (e.g. single instance of peeping)

Red behaviours: Harmful, requires response (e.g. persistent touching without consent)

Appendix 7 - Sexual Behaviour Traffic Light Tool (5-13 years)

Green behaviours: Age-appropriate curiosity

Amber behaviours: Problematic, e.g. compulsive masturbation

Red behaviours: Abusive, e.g. simulating sex acts

Appendix 8 - Sexual Behaviour Traffic Light Tool (13-17 years)

Green behaviours: Consensual, mutual

Amber behaviours: Risky, e.g. sexting under pressure

Red behaviours: Exploitative, e.g. sharing images without consent

Appendix 9 - Sexual Violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

Rape – A commits an offence if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration – A commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent and A does not reasonably believe that B consents.

Sexual Assault – A commits an offence if s/he intentionally touches another person (B), the touching is sexual, B does not consent and A does not reasonably believe that B consents. Sexual assault covers a wide range of behaviour, including kissing without consent or touching intimate parts without consent.

Causing someone to engage in sexual activity without consent – A commits an offence if s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent, and A does not reasonably believe that B consents.

Appendix 10- What's New in KCSIE 2025

Topic	What's New in KCSIE 2025
School Attendance	"Working together to improve school attendance" is now statutory guidance
Online Safety	Expanded risk categories (e.g., disinformation) and stronger accountability measures
Generative AI	New guidance included on AI-related risks
Alternative Provision	Clearer guidance for AP settings
Virtual School Heads	Extended role to include kinship care contexts
Record-Keeping	Encouraged to document more thoroughly, showing follow-up and decisions
Nature of Changes	Mostly technical revisions with no sweeping reforms
Timing	Early July publication allows prep time before September implementation

In summary, KCSIE 2025 refines and strengthens existing safeguarding frameworks rather than overhauls them, with particular attention on modern online risks, AI, attendance, and robust documentation.