IET Child Protection and Safeguarding Policy 2026-27

This policy deliberately combines the core child protection procedures and governance framework used in Surrey with the broader safeguarding risk and operational guidance contained in Hampshire's September 2026 model. Local referral routes differ by authority; staff must use the pathway for the child's home authority and the relevant school site.

Date Approved	September 2026
Date of Next Review	By September 2027
Status & Review Cycle	Statutory & Annual

Document control and School-Specific information

This is an IET-wide policy. Each academy/provision must maintain a current School Safeguarding Information Sheet (Appendix 1) identifying its DSL, deputies, HeadHead of School, safeguarding link trustee/governor arrangements, local authority contacts, recording system and site-specific procedures. The information sheet may be updated without re-approving the whole policy where only names or contact details change.

KCSIE 2026 compliance statement: This policy has been reviewed against the final September 2026 edition of Keeping Children Safe in Education, which came into force on 1 September 2026, and Working Together to Safeguard Children 2026. It incorporates the substantive 2026 changes relevant to IET, including Part One for all staff, Family Help terminology, information sharing and file transfer, DSL cover, online safety and generative AI, mobile phones, school premises and sport, mental health, young carers, regulated activity and volunteers, child-on-child abuse, alternative provision and Operation Encompass.

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1. Purpose, scope and principles

Safeguarding and promoting the welfare of children is everyone's responsibility. IET expects every adult who works for or on behalf of the Trust to take a child-centred approach and to consider, at all times, what is in the best interests of the child.

This policy applies to all IET employees, agency staff, contractors, volunteers, trustees, governors where applicable, students on placement and any other adult working on behalf of an IET school or provision. It applies to safeguarding concerns arising inside or outside school, including online and in alternative or off-site provision.

- The welfare of the child is paramount.
- All staff maintain an attitude of "it could happen here".
- Children are listened to, taken seriously and supported to report worries in ways that are accessible to them.
- Safeguarding is understood in the context of the whole child, including family, peer, community and online environments.
- Abuse, neglect and exploitation are rarely standalone events; risks can overlap and change quickly.
- Early identification and help are essential. Staff do not wait for certainty before sharing a concern.
- Safeguarding practice is inclusive and responsive to children's communication needs, SEND, health needs and lived experience.
- IET learns from incidents, complaints, audits and local/national reviews and changes practice where required.

Policy aims

- Provide a consistent Trust-wide framework while preserving the correct Surrey or Hampshire local safeguarding pathway.
- Ensure staff understand their statutory responsibilities and know exactly what to do when worried about a child or an adult's conduct.
- Create safe environments in which children can learn, develop and seek help.
- Prevent harm through curriculum, relationships, safer recruitment, online safety, attendance practice and effective partnership working.
- Provide additional clarity for alternative provision, off-site placements and children whose circumstances make them particularly vulnerable.

2. Definitions and legal framework

For this policy, a child is anyone under 18. "Staff" includes all adults working for or on behalf of IET, whether paid or unpaid, permanent, temporary, contracted or voluntary. "Parent" includes birth parents and adults in a parenting role. "DSL" includes the Designated Safeguarding Lead and, where delegated appropriately, a trained Deputy DSL.

Safeguarding includes providing help and support as soon as problems emerge; protecting children from maltreatment whether within or outside the home, including online; preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action to

enable the best outcomes. Child protection is the part of safeguarding concerned with children who are suffering, or are likely to suffer, significant harm.

IET has regard to the legislation and statutory guidance relevant to its schools, including Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the Children Acts 1989 and 2004, the Education Act 2002, the Equality Act 2010, the Human Rights Act 1998, the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, Prevent duty guidance, statutory attendance guidance, statutory mobile phone guidance, alternative provision guidance and relevant local safeguarding partnership procedures. Where guidance changes during the policy year, IET will update practice and this policy as required.

3. IET safeguarding governance and responsibilities

The Board of Trustees

- Ensures IET complies with statutory safeguarding duties and that safeguarding arrangements are effective across all schools.
- Approves this policy at least annually and receives assurance through safeguarding reports, audits and challenge.
- Ensures an appropriate senior board-level safeguarding lead is identified and receives suitable training.
- Ensures safeguarding, including online safety and filtering/monitoring, is considered in strategic decisions and risk management.
- Ensures safer recruitment systems, allegations procedures and appropriate single central record arrangements are in place.
- Ensures the DSL role is properly resourced with sufficient time, authority, training, funding and support.

The CEO and Director of Education

The CEO retains executive accountability for Trust-wide safeguarding. The Director of Education provides strategic safeguarding leadership across IET, supports and challenges school leaders, coordinates Trust-wide quality assurance and ensures learning is shared across the Trust. Neither role replaces the statutory responsibilities of each school's DSL and Head of School.

Heads of School

- Make sure this policy and related procedures are understood and followed by staff, including temporary staff and volunteers.
- Ensure staff receive induction, regular safeguarding training and updates.
- Ensure children and families know how to raise concerns and can access this policy.
- Ensure robust DSL/DDSL cover is available whenever safeguarding responsibilities require it, including during absence, trips, off-site provision and relevant out-of-hours activities. Each school has a clear and reliable route, such as a confidential shared safeguarding mailbox or equivalent, so concerns are received, monitored and acted upon without delay.
- Act as case manager for allegations about adults unless the allegation concerns them, in which case the Chair of Trustees or delegated senior governance lead acts.

Designated Safeguarding Lead (DSL)

- Holds lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring systems.
- Acts as the main point of contact with children's social care, police, LADO and other safeguarding agencies.
- Ensures concerns are assessed promptly, referrals are made when thresholds are met, and professional challenge/escalation is used when necessary.
- Maintains accurate, confidential safeguarding records and ensures appropriate transfer of child protection files.
- Supports staff, promotes a strong safeguarding culture and ensures the child's voice and lived experience inform decision-making.
- Ensures children in alternative provision or off-site education remain visible to the school's safeguarding systems.
- Leads on Prevent referrals and contributes to Channel where required.

All staff

- Read and confirm understanding of Part One of KCSIE 2026 in full annually. The Part One overview may be used as a quick reference but does not replace the requirement to read Part One.
- Know the school's DSL/DDSLs and how to report concerns, including concerns about filtering and monitoring.
- Share concerns immediately, even when unsure, and never assume another professional will act.
- Understand indicators of abuse, neglect, exploitation, modern slavery, radicalisation and child-on-child abuse.
- Know how to respond to a disclosure without investigating or promising confidentiality.
- Know how to raise concerns about adults, including low-level concerns and whistleblowing.

4. Local safeguarding partnerships and referral routes

IET operates across more than one local authority. The child's home authority normally determines which children's social care service receives a referral. Staff must not allow uncertainty about boundaries to delay action. If a child is in immediate danger or a serious crime is in progress, call 999.

Surrey schools follow Surrey Safeguarding Children Partnership procedures and use Surrey Children's Single Point of Access (C-SPA) and Surrey LADO routes. Hampshire schools follow Hampshire Safeguarding Children Partnership procedures and Hampshire County Council children's social care/MASH and LADO routes. Appendices 2 and 3 summarise the local pathways. The DSL must ensure current contact details are displayed on the School Safeguarding Information Sheet.

Where a child lives outside Surrey or Hampshire, the DSL will identify and contact the children's social care service for the child's home authority. For a child looked after, the responsible social care authority may differ from the school location.

5. Responding to concerns about a child

Immediate danger or significant harm

If a child is in immediate danger, is seriously injured, or there is an immediate risk of significant harm, staff must take urgent action. This may include calling 999 and/or making an immediate referral to children's social care. The DSL should be informed as soon as practicable, but staff do not need permission to make a referral.

If a child makes a disclosure

- Listen carefully and give the child time.
- Take the child seriously and reassure them that they have done the right thing by telling you.
- Do not promise secrecy. Explain that information will be shared only with people who need to help keep them safe.
- Do not investigate, interrogate, ask leading questions or ask the child to repeat their account unnecessarily.
- Use the child's own words when recording; distinguish fact, observation and professional opinion.
- Record the concern promptly, including date, time, context, people present and any action taken.
- Report to the DSL/DDSL immediately. If they are unavailable and risk requires action, contact children's social care and/or police directly.

Children who do not feel ready or able to tell

Staff recognise that children may not disclose because of fear, shame, loyalty, communication needs, disability, coercion, exploitation, trauma or because they do not recognise their experience as abusive. Staff must use professional curiosity, notice changes and act on indicators rather than waiting for a verbal disclosure.

6. Early help, referrals, information sharing and records

Early help

Support before statutory intervention may include universal services and community-based early help, or the targeted early help level of Family Help. Staff should be alert to children and families who may benefit from support, understand local Family Help pathways and discuss concerns with the DSL. Family Help does not replace child protection action where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

Referral and escalation

The DSL will make or support referrals to the appropriate local authority children's social care service and will follow up where the response is delayed or does not appear to address the risk. IET expects respectful professional challenge and escalation where staff remain concerned.

Information sharing and confidentiality

Safeguarding information is shared on a need-to-know basis and in line with data protection law. Data protection is not a barrier to sharing information to keep a child safe. Staff should be proactive

in sharing relevant information early, proportionately and securely. The child and parents/carers will normally be informed unless doing so may increase risk, prejudice an investigation, or is otherwise inappropriate.

Record keeping and transfer

- IET uses CPOMS as its safeguarding system.
- Safeguarding records are clear, factual, dated, timed, signed/attributed and stored securely, separately from the main educational record where appropriate.
- Records include concerns, discussions, decisions, rationale, referrals, outcomes and actions.
- When a child transfers, including an in-year move, the DSL ensures the child protection file is transferred securely and separately from the main pupil file as soon as possible: within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Confirmation of receipt is obtained. The exporting school provides a clear, structured summary of current concerns, relevant context and ongoing support needs; the receiving school ensures the information is promptly reviewed and acted upon. Where necessary to support risk assessment and continuity of safeguarding, relevant information is shared with the receiving setting in advance of transfer and DSL to DSL discussion takes place.
- Where relevant, key safeguarding information is shared in advance of transfer to enable the receiving school to put support in place immediately.

7. Child-on-child abuse, sexual violence and harmful sexual behaviour

Child-on-child abuse can occur inside or outside school and online. It can include bullying, prejudice-based abuse, physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, abuse in intimate relationships, consensual and non-consensual sharing of nude or semi-nude images, upskirting, initiation/hazing and exploitation. IET has a zero-tolerance approach: abuse is never dismissed as banter, “just having a laugh”, part of growing up or “boys being boys”.

- All reports are taken seriously and responded to promptly, proportionately and in a child-centred way.
- The needs and wishes of the child who has experienced harm are considered alongside the need to protect them and others.
- Risk assessments and safety plans are used where appropriate, including consideration of classes, transport, breaks, arrival/departure and online contact.
- The child alleged to have caused harm is also safeguarded and supported; behaviour may indicate unmet need, abuse or exploitation.
- Police and children’s social care referrals are made where required. The DSL considers whether wider peer groups, locations or contexts create additional risk.
- Unsubstantiated, unfounded, false or malicious reports are handled in line with KCSIE without discouraging genuine reporting.

Sexual violence, sexual harassment, sexism and misogyny

Staff recognise the prevalence and potential escalation of sexual harassment, harmful sexual behaviour, sexism, misogyny/misandry, homophobia and biphobia. Staff challenge harmful ideas

and behaviours early and avoid normalising them. Children are taught about consent, respectful relationships, boundaries and how to seek help.

Nudes and semi-nudes

Incidents involving the making, sending or sharing of nude or semi-nude images are referred immediately to the DSL. Staff do not view, copy, print, forward or save imagery unless there is a clear safeguarding reason and this is consistent with national guidance. The DSL considers risk, age, coercion, distribution, criminality, vulnerability and whether police or children's social care involvement is required.

8. Concerns or allegations about adults, low-level concerns and whistleblowing

Allegations meeting the harm threshold

Any concern that an adult working for or on behalf of IET may have harmed a child, committed a criminal offence against or related to a child, behaved towards a child in a way that indicates they may pose a risk of harm, or behaved in a way that indicates they may not be suitable to work with children must be reported immediately to the Head of School. Concerns about the Head of School are reported to the Director of Education. Concerns about the Director of Education are reported to the CEO. Concerns about the CEO are reported to Chair of Trustees.

The case manager will seek advice from the relevant Local Authority Designated Officer (LADO) before beginning an internal investigation, except where immediate protective action or police involvement is necessary. IET will follow KCSIE Part Four and the relevant local safeguarding partnership procedures.

Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted in a way inconsistent with the staff code of conduct but which does not meet the harm threshold. Low-level does not mean insignificant. IET promotes an open culture in which staff can report concerns and self-refer. Concerns are recorded, reviewed for patterns and escalated to the LADO where there is doubt about threshold.

Whistleblowing

Staff must raise concerns about poor or unsafe safeguarding practice or failures in the Trust's safeguarding arrangements. IET's Whistleblowing Policy sets out internal and external routes. Staff who feel unable to raise concerns internally, or believe genuine concerns are not being addressed, may use appropriate external whistleblowing routes such as the NSPCC advice line.

9. Online safety, mobile/smart technology, filtering and monitoring

IET's approach to online safety is integral to safeguarding and is reflected across curriculum, behaviour, staff conduct, IT and safeguarding policies. Online risks are grouped under the 4Cs: content, contact, conduct and commerce.

- Content: illegal, inappropriate or harmful material, including pornography, racism, misogyny, self-harm/suicide content, extremism, misinformation/disinformation and violent or sexual content.
- Contact: harmful interaction with others or with generative AI systems, including grooming, coercion, exploitation, peer pressure and adults posing as children.
- Conduct: behaviour that causes or increases harm, including bullying, sexual harassment, image sharing, impersonation and harmful AI-generated content.
- Commerce: scams, phishing, inappropriate advertising, gambling-like features and financial exploitation.

Filtering and monitoring

- IET maintains filtering and monitoring systems appropriate to the age and vulnerability of pupils and the nature of each provision.
- Roles and responsibilities for filtering and monitoring are explicit, including leadership, DSL, IT and governance oversight.
- Staff know how to report concerns or apparent failures in filtering and monitoring.
- The effectiveness of filtering and monitoring is reviewed at least once every academic year by the senior leadership team member responsible for filtering and monitoring, supported by the DSL and IT support. Reviews include checks that filtering operates appropriately on all internet-connected devices in relevant locations, and a record of checks and actions is retained. Systems are also reviewed after significant changes or incidents.
- Filtering does not unreasonably restrict teaching, learning or access to safeguarding support.

Mobile phones and smart technology

In line with statutory guidance applying from 1 September 2026, each IET school has a policy that prohibits pupils' use of mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes. The policy may extend to smart watches, smart glasses and other communications/smart technology. Any exceptions are limited, justified and risk assessed, including where required for medical, SEND or safeguarding needs. Staff use of personal devices is governed by the Staff Code of Conduct and related IT policies.

Media, images and recordings

Images, audio and video of pupils are created, stored and shared only for legitimate purposes, with appropriate consent and safeguarding controls. Staff must use authorised equipment and systems. Public-facing images are selected carefully to minimise identification and contextual risk. Staff never use personal devices to create or store pupil images unless an explicitly authorised emergency procedure applies.

Cyber security and cyber-crime

IET recognises that cyber incidents can create safeguarding risks through loss of personal data, exposure to harmful content, extortion, grooming or disruption of essential systems. Staff follow Trust cyber-security procedures and report suspicious activity promptly. Where a child appears involved in cyber-dependent offending, the DSL considers both safeguarding need and appropriate specialist support.

10. Children who may be at greater risk of harm

Some children face additional barriers to recognition, disclosure or support. This does not mean harm is inevitable; it means staff should apply professional curiosity and make reasonable adjustments.

- Children with a social worker, including those subject to child in need or child protection plans.
- Children looked after and previously looked after.
- Children with SEND, communication needs, disabilities or health conditions.
- Young carers.
- Children experiencing homelessness or housing insecurity.
- Children with family members in prison or involved in the court system.
- Children who are lesbian, gay or bisexual, or who are questioning their gender, recognising that these children may be targeted by others and may need additional support to feel safe. IET will respond sensitively and on an individual basis, prioritising safeguarding, the child's welfare, the Equality Act 2010 and Human Rights Act 1998, and involving parents/carers wherever possible unless doing so would create a safeguarding risk.

For children who are questioning their gender, schools will follow KCSIE 2026 when considering requests relating to social transition, including the specific safeguarding requirements for toilets, changing rooms/showers, residential or overnight accommodation and participation in sport. Decisions will be recorded, communicated to relevant staff on a need-to-know basis and reviewed regularly.

- Children requiring intimate or personal care.
- Children with mental health needs, including self-harm or suicidal ideation.
- Children whose presentation raises concern about fabricated or induced illness/perplexing presentations.
- Children in alternative provision, on reduced or bespoke timetables, or educated away from the main school site.

SEND and communication

Staff recognise that additional safeguarding challenges can include assumptions that behaviour, mood or injury relate to disability; increased isolation; disproportionate bullying; communication barriers; dependence on adults for personal care; and difficulties understanding or reporting abuse. Safeguarding information and reporting routes will be accessible and adapted to individual communication needs.

Intimate and personal care

Intimate care is provided with dignity, privacy, consent and respect, following individual care plans and risk assessments. Staff avoid unnecessary exposure, explain what they are doing, encourage independence and report any concern arising during care. The school's Intimate Care Policy provides detailed procedures.

Mental health

Mental health difficulties may be a safeguarding concern or an indicator that a child has suffered or is at risk of abuse, neglect or exploitation. Staff do not diagnose; they notice, listen, record and refer. Where safeguarding concerns are linked to mental health, the DSL will liaise with the senior mental health lead and, where available, the Mental Health Support Team and other appropriate services. Immediate risk of suicide or serious self-harm is treated as an emergency and escalated to appropriate services.

11. High-risk and emerging safeguarding issues

The following concerns are specifically recognised across the Surrey and Hampshire models. Staff do not need to determine the precise category before reporting; overlapping concerns are common.

Contextual safeguarding and extra-familial harm

Risk may arise in peer groups, neighbourhoods, transport, parks, shops, online spaces, alternative provision or other locations beyond the family. The DSL considers where, when and with whom harm occurs and works with partners to reduce contextual risk.

Child sexual exploitation (CSE)

Sexual abuse may involve exchange, coercion, manipulation, imbalance of power, online contact or apparent consent. A child cannot consent to exploitation.

Child criminal exploitation (CCE), county lines and financial exploitation

Children may be coerced or manipulated into drug supply, theft, violence, carrying weapons, money movement or other offending. Missing episodes, unexplained possessions, debt, older associates and sudden changes in behaviour may be indicators.

Serious violence, gangs and youth violence

Staff report concerns about weapons, threats, assault, gang association or escalating violence. Risk factors can include exclusion, alternative provision, maltreatment and previous offending, but staff avoid stereotyping.

Trafficking and modern slavery

Movement is not required for modern slavery. Children may be recruited, transported, transferred, harboured or received for exploitation. Any child transported for exploitative reasons is treated as a potential victim.

Domestic abuse and teenage relationship abuse

IET schools participate in Operation Encompass arrangements. The DSL/DDSL acts as the trained Key Adult for notifications from police following domestic abuse incidents affecting a child. Notifications are handled confidentially, recorded securely and used to provide timely, proportionate support. Operation Encompass does not replace normal referrals to children's social care or emergency action where required.

Children may experience domestic abuse directly or through its impact on family life. Abuse in young people's relationships can be physical, sexual, emotional, controlling, coercive, stalking or technology-facilitated.

So-called honour- or faith-based abuse

This includes FGM, forced marriage and other abuse committed to protect perceived family/community honour or beliefs. Staff must not contact family/community members where doing so may increase risk.

Female genital mutilation (FGM)

FGM is illegal. Teachers have a mandatory duty to report to police known cases of FGM in a girl under 18. Suspected risk is reported immediately to the DSL and handled as a child protection concern. Staff do not examine a child.

Virginity testing and hymenoplasty

These practices are illegal. Any concern is reported to the DSL and treated as a child protection concern.

Forced marriage

A marriage without full and free consent, where coercion may be physical, emotional, psychological, sexual or financial. Staff seek specialist safeguarding advice and do not mediate with family members.

Radicalisation and extremism

Staff are alert to susceptibility to extremist ideology and terrorism, including online influence. The DSL considers Prevent referral using the relevant local pathway and supports Channel where appropriate.

Faith abuse

Abuse linked to beliefs about spirit possession, witchcraft or other faith/cultural explanations is treated as abuse regardless of motivation.

Private fostering

Where a child under 16, or under 18 if disabled, is cared for for 28 days or more by someone who is not a parent, person with parental responsibility or close relative, the local authority must be notified.

Parental mental health and substance misuse

Parental needs do not in themselves constitute abuse, but may impair supervision, care, stability or safety. Staff consider the impact on the child and early help or social care referral where appropriate.

Young carers

Caring responsibilities can affect attendance, punctuality, learning, social life and wellbeing. IET seeks early identification and appropriate assessment/support.

Homelessness

Housing insecurity may increase vulnerability and can indicate wider family need. The DSL works with housing and children's services as appropriate.

Child abduction

Unauthorised removal or retention of a child can occur by family members or others. Immediate risk is reported to police and safeguarding agencies.

Online grooming, sexual abuse, cyberbullying and gaming risks

Staff recognise grooming, coercion, sexual abuse, bullying, gambling-like features, in-game contact and reputational harms as safeguarding issues, not merely behaviour or IT matters.

Drugs and substance misuse

Substance use may be both a health/behaviour concern and an indicator of exploitation or wider safeguarding risk.

Prejudice-based abuse and bullying

Bullying or abuse linked to protected characteristics, identity, disability, race, religion, sex, sexual orientation or perceived difference is challenged and considered for safeguarding escalation.

12. Attendance, children absent from education and missing children

Repeated or prolonged absence from education can be a vital warning sign of abuse, neglect, exploitation, mental health difficulty, substance misuse, forced marriage, FGM, honour-based abuse, radicalisation or criminal exploitation. IET treats attendance as both an educational and safeguarding matter.

- Staff identify patterns in missing days, lessons, transport, late arrival, early departure and periods off site.
- The DSL considers whether absence coincides with exploitation, caring responsibilities, peer harm, family risk or unsafe locations.
- Unexplained or concerning absence is followed up promptly and escalated under attendance, children missing education and safeguarding procedures.
- Where a child goes missing from home or care, IET works with police and children's social care, considers push/pull factors and supports return-home processes.

- Elective home education intentions are considered carefully for vulnerable children, especially those with SEND or a social worker, and information is shared with the local authority as required.

13. Alternative provision, off-site education and extended arrangements

As an alternative provision Trust, IET applies heightened scrutiny to education delivered away from a pupil's usual site. Where IET commissions external alternative provision, IET remains responsible for safeguarding the pupil and for assuring itself that the placement is safe, suitable and meeting need.

- Complete due diligence on the provider, including suitability, safeguarding arrangements, safer recruitment checks, health and safety, curriculum, attendance, information sharing and risk management.
- Obtain written confirmation that appropriate safeguarding checks have been completed on adults working at the provision and that IET will be informed of relevant staffing or site changes.
- Know the exact address at which the pupil is educated, including subcontracted or satellite sites, and know where the pupil is expected to be during school hours.
- Agree daily attendance reporting and immediate notification of unexplained absence.
- Share relevant safeguarding and SEND information securely before placement starts.
- Review placements at least half-termly, and sooner where risk or concern arises.
- Immediately review, suspend or terminate a placement where safeguarding concerns cannot be satisfactorily addressed.
- Apply the same principles to work-related learning, vocational placements, commissioned tutoring and other off-site packages.

Where IET premises are hired or used by external organisations, safeguarding expectations are written into agreements. Providers must have appropriate arrangements, safer recruitment checks and a route to liaise with IET. Safeguarding incidents involving external providers are handled under relevant procedures, including LADO consultation where appropriate.

14. Safer recruitment, induction and training

Safer recruitment

IET follows its Recruitment and Selection/Safer Recruitment procedures and Part Three of KCSIE 2026. Appropriate pre-employment checks are completed, recorded and scrutinised, and recruitment panels include suitably trained staff in accordance with statutory and Trust requirements. From 1 September 2026 the supervision exemption from regulated activity with children has been removed. A volunteer who teaches, trains, instructs, cares for or supervises children frequently (more than 3 days in a 30-day period) or overnight is in regulated activity and requires an enhanced DBS check including children's barred list information. IET will review volunteer roles, work experience supervision and changes to roles against the current regulated

activity definition. Online searches may be undertaken for shortlisted candidates where permitted by KCSIE as part of due diligence.

Induction

All new staff and volunteers receive safeguarding induction appropriate to their role before or at the start of work. This includes this policy, the Staff Code of Conduct, reporting routes, DSL arrangements, child-on-child abuse, allegations/low-level concerns, whistleblowing, online safety and filtering/monitoring responsibilities.

Ongoing training

- All staff receive safeguarding and child protection training, including online safety, at induction and regular updates at least annually, with formal training updated in line with KCSIE and local requirements.
- DSLs and DDSLs receive role-specific training at least every two years and regular updates, networks and learning between formal courses.
- Trustees receive safeguarding and online safety training that enables effective challenge and assurance.
- Trust Leaders, Executive / Heads of School and relevant governance leaders receive training on managing allegations.
- Staff receive Prevent awareness appropriate to role and context.
- Training reflects IET's AP context, including exploitation, serious violence, missing/absence, harmful sexual behaviour, SEND, mental health and off-site provision.

15. Curriculum, pupil voice and prevention

IET teaches children how to keep themselves and others safe through a planned, age-appropriate and needs-led curriculum, including relationships, sex and health education, PSHE, online safety, consent, healthy relationships, exploitation, prejudice, extremism, mental health and help-seeking. Content is adapted for SEND and communication needs and is responsive to emerging local or school-specific risks.

Children are told who they can speak to in school and how to access external help. Schools use pupil voice, safeguarding surveys, incident data and contextual information to understand whether children feel safe and whether reporting systems are trusted and accessible.

16. Operational safeguarding: premises, visits, transport, images and physical intervention

Site security and visitors

School premises and single-sex facilities

IET schools comply with KCSIE 2026 and applicable premises regulations in relation to toilets, changing rooms and showers. Where pupils request alternative arrangements, schools will consider

suitable alternatives without compromising safety, privacy, dignity or the lawful provision of single-sex facilities. Requests and decisions are recorded and reviewed. Schools will also apply the KCSIE 2026 safeguarding framework to single-sex sport, including safety considerations and lawful exceptions under the Equality Act 2010.

Each site maintains proportionate security arrangements, visitor signing-in and identification, supervision and collection/departure procedures. Staff challenge unknown adults appropriately and report community safety concerns that may affect pupils.

Off-site visits

Educational visits are risk assessed and planned in line with IET health and safety/educational visits procedures. Safeguarding information, staffing, communication and emergency arrangements are considered alongside activity risks.

First aid and medical needs

First aid and medical support are provided under relevant Trust/school policies. Medical needs, including needs that affect attendance, are considered alongside safeguarding and equality duties.

Physical intervention

Reasonable force or restrictive physical intervention is used only in accordance with law, IET policy and the child's needs/risk assessment. Incidents are recorded, reviewed and considered for safeguarding implications.

Transporting pupils

Transport arrangements are planned to safeguard pupils. Where staff, volunteers or parents transport pupils as part of school activity, the school checks suitability of arrangements, insurance and roadworthiness as appropriate and follows Trust procedures. Safeguarding risks associated with taxis, escorts, routes and peer groupings are considered.

External speakers

External speakers and organisations are subject to proportionate checks. Content, suitability, supervision and Prevent/safeguarding risks are considered before approval. Visiting speakers do not replace staff responsibility for the safety and appropriateness of the session.

17. Policy monitoring and linked policies

This policy is reviewed at least annually and sooner when legislation, KCSIE, local safeguarding partnership procedures, serious incidents, audits or learning indicate that changes are required. Frontline staff experience and pupil voice will inform review.

This policy should be read alongside IET and school policies on Staff Code of Conduct, Behaviour, Anti-Bullying, Attendance, Online Safety/Acceptable Use, Mobile Phones, Whistleblowing, Managing Allegations and Low-Level Concerns, Safer Recruitment, Health and Safety, Educational Visits, Physical Intervention, SEND, Supporting Pupils with Medical Condition, Equality, Complaints, and Data Protection/Information Sharing.

Appendix 1 – School Safeguarding Information Sheet

Each IET school/provision must complete and display/communicate this information. Local details should be checked at least termly and whenever personnel change.

Information	School-specific detail
School/provision	
Head of School	
Designated Safeguarding Lead	
Deputy DSL(s)	
Designated teacher for children looked after	
SENDCo	
Young Carers lead (where designated)	
Safeguarding link trustee/governor	
Safeguarding recording system	
Local authority children's social care route	
Local authority LADO	
Prevent referral route	
Emergency/out-of-hours route	
Police emergency	
Site-specific reporting instructions	

Appendix 2 – Surrey referral information

For children whose safeguarding referral should be made to Surrey, the Surrey September 2026 template identifies the following routes. The DSL must check that details remain current before publication of the school information sheet.

Service	Contact	Purpose	
Emergency	999	Immediate danger or emergency.	
Surrey Children's Single Point of Access (C-SPA)	0300 470 9100	Concerns about a child/young person or parent/carer; requests for support.	
Child Protection Consultation Line	0300 470 9100 option 3	Safeguarding advice and consultation.	
C-SPA secure email	cspa@surreycc.gov.uk	Request for Support Form / secure referral route.	
Emergency Duty Team	01483 517898 | edt.ssd@surreycc.gov.uk	Urgent out-of-hours social care; Surrey template states 5pm–9am weekdays and 24 hours at weekends.	
Surrey LADO	0300 123 1650 option 3 | LADO@surreycc.gov.uk	Concerns/allegations about adults working with children.	
Prevent	Use Surrey Prevent referral route / National Prevent Referral Form	Concerns about susceptibility to radicalisation or terrorism.	

Appendix 3 – Hampshire referral information

For children whose safeguarding referral should be made to Hampshire, schools must follow Hampshire Safeguarding Children Partnership and Hampshire County Council procedures. The Hampshire September 2026 model directs schools to Hampshire safeguarding-in-education guidance, Hampshire safeguarding children procedures and the HIPS procedures, and states that Prevent concerns are referred using the National Referral Form through the Hampshire Prevent route, with Counter Terrorism Police and Children's Services/MASH involvement as appropriate.

The Hampshire model supplied to IET does not set out the full children's social care and LADO telephone/email directory within the model policy text. Each Hampshire IET school must therefore populate Appendix 1 with the current HCC children's social care/MASH, out-of-hours and LADO details from the official HCC/HSCP procedures before this policy is issued locally.

- Emergency: 999 where a child is in immediate danger or a serious crime is occurring.
- Children's social care/MASH: use the current Hampshire County Council safeguarding referral pathway.
- LADO: use the current Hampshire LADO referral/contact route for allegations about adults.
- Prevent: use the National Prevent Referral Form / Hampshire Prevent route identified in current HCC guidance.
- Local procedures: follow Hampshire Safeguarding Children Partnership / HIPS procedures.

Appendix 4 – Types of abuse and indicators

Physical abuse

May involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent/carer fabricates symptoms or deliberately induces illness.

Emotional abuse

Persistent emotional maltreatment that adversely affects emotional development. It may involve conveying worthlessness, silencing, age-inappropriate expectations, frightening, exploitation, serious bullying or seeing/hearing ill-treatment of others.

Sexual abuse

Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It includes contact and non-contact acts, online activity, sexual images and grooming.

Neglect

Persistent failure to meet basic physical and/or psychological needs, likely to result in serious impairment of health or development. It can include failure to provide food, clothing, shelter, supervision, medical care, education or emotional responsiveness.

Exploitation

A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into activity for the benefit of others. It may be sexual, criminal, financial, online or otherwise and can occur even where the activity appears consensual.

Indicators are not proof. Staff should be alert to unexplained injuries, marked changes in behaviour or presentation, fearfulness, sexualised behaviour, hunger, poor hygiene, persistent tiredness, missing episodes, unexplained money/items, concerning relationships, deteriorating attendance, self-harm, substance misuse, online secrecy, or any other change that raises professional concern. Concerns must be shared with the DSL.

Appendix 5 – Staff safeguarding response: quick guide

- Notice or receive a concern.
- If there is immediate danger, call 999 / take emergency protective action.
- Listen; do not investigate or promise confidentiality.
- Record promptly and accurately in the child's own words where relevant.
- Report immediately to the DSL/DDSL using the school's safeguarding system.
- If DSL/DDSL is unavailable and risk requires action, contact children's social care/police directly.
- For concerns about an adult, report immediately to the Head of School; if the concern is about them, use the Director of Education/delegated route.
- Keep information confidential and share only on a need-to-know basis.
- Continue to notice, support and report. A referral does not end the school's safeguarding responsibility.

Never delay action because you are unsure which category a concern fits. Safeguarding concerns often overlap. Share what you know and seek advice.