Child and Adult Protection and Safeguarding Procedure

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INTRODUCTION

‘Safeguarding is everyone’s business and responsibility’

Abuse can occur in any setting and may be perpetrated by family members, friends, neighbours, professionals, volunteers, staff, peers or strangers, regardless of background or circumstance. All staff must maintain professional curiosity, remain alert to the possibility that abuse can happen here, and act promptly on any concerns.

Young Epilepsy and St Piers School and College are committed to safeguarding and promoting the welfare of all children, young people, service users and patients who access our services. We believe that everyone has an equal right to protection from abuse, neglect, exploitation and harm, regardless of age, disability, race, religion or belief, sex, gender reassignment or sexual orientation.

We recognise that many of the children, young people and adults we support may be particularly vulnerable because of disability, communication differences, health needs, dependency on others for support, social isolation or other safeguarding risks. Concerns may not always be obvious and staff must remain vigilant to changes in behaviour, presentation, wellbeing or circumstances that could indicate abuse, neglect or exploitation.

We also recognise that some individuals may experience additional vulnerability because of discrimination, prejudice, family circumstances, mental health needs, online harms, criminal or sexual exploitation, or multiple and intersecting safeguarding risks. We are committed to creating an inclusive culture and actively challenging discriminatory attitudes, behaviours and practices.

We strive to provide environments where those accessing our services feel safe, valued, respected and listened to. Safeguarding is everyone's responsibility and all staff, volunteers and those acting on behalf of Young Epilepsy have a duty to identify concerns, share information appropriately and take action to protect children and adults at risk.

Failure to report a safeguarding concern may place an individual at risk of harm and will be treated as a serious matter. In the absence of a Designated Safeguarding Lead (DSL), Deputy DSL (DDSL) or Designated Safeguarding Officer (DSO), staff must be prepared to contact the appropriate safeguarding agency or the Police when there is a risk of immediate or significant harm.

All trustees, governors, employees, agency workers, contractors, volunteers and students on placement are required to understand and comply with these safeguarding procedures and undertake safeguarding training appropriate to their role.

This document reflects the different legal and safeguarding frameworks that apply to children under 18 and adults at risk aged 18 and over. Staff must ensure that the appropriate safeguarding framework is applied according to the individual's age, circumstances and legal status.

Terminology

Child: A person under the age of 18 years.

Adult at Risk: A person aged 18 years or over who has needs for care and support (whether or not those needs are being met), is experiencing or at risk of abuse or neglect, and as a result of those needs is unable to protect themselves from the risk of, or experience of, abuse or neglect.

Student: Any child, young person or adult accessing services provided by St Piers School and College.

Staff: Any person working for, or on behalf of, Young Epilepsy or St Piers School and College, including employees, agency workers, volunteers, contractors, governors and trustees.

Parents: Refers to birth parents and any adult with parental responsibility or who fulfils a parenting role, including stepparents, foster carers, adoptive parents, special guardians and kinship carers.

Parental Responsibility: The legal rights, duties, powers and responsibilities that a parent or person with parental responsibility has in relation to a child and their property.

Safeguarding: The actions taken to promote the welfare of children and adults at risk, protect them from abuse and neglect, prevent harm, and enable them to achieve the best possible outcomes.

Child/Adult Protection: The processes followed where there are concerns that a child or adult with care and support needs is experiencing, or is at risk of, significant harm, abuse or neglect.

Designated Safeguarding Lead (DSL): The person with lead responsibility for safeguarding and child protection within St Piers School and College. The term DSL may also refer to an appropriately trained Deputy DSL acting on behalf of the Lead DSL.

Designated Safeguarding Officer (DSO): The person with safeguarding responsibilities within Young Epilepsy's services.

Early Help / Family Help: The provision of coordinated support to children, young people and families when additional needs are identified, helping to prevent concerns from escalating.

C-SPA: Surrey Children's Single Point of Access.

Social Care: Children's or Adult Social Care services within the relevant local authority.

Early Years Foundation Stage (EYFS): Refers to the statutory framework that sets the standards for the learning, development and care of children from birth to five years of age.

Safeguarding Partner Agencies: The organisations with statutory responsibility for safeguarding arrangements, namely the local authority, police and integrated care board.

Key Contacts

Role	Name	Contact
Chair of Trust Board	Markus Ruetimann	mruetimann@youngepilepsy.org.uk
Chair – EGB Governing Body (St Piers)	Tamsin Jones	tjones@youngepilepsy.org.uk
Lead Trustee for Safeguarding (YE & St Piers)	David Pierpoint	dpierpoint@youngepilepsy.org.uk
Lead Governor for Safeguarding (St Piers)	David Pierpoint	dpierpoint@youngepilepsy.org.uk
Director of Education & Lead Executive for Safeguarding (St Piers)	Ben Bastin	bbastin@stpiers.org.uk 07799054904
Head of Safeguarding and Quality Practice **Lead DSL**	Gill Walters	gwalters@stpiers.org.uk 01342 589 409 07825 1888 20
Designated Teacher for Children Looked After	Danny Hulme	dhulme@stpiers.org.uk 01342 589 367
	Residential: • Senior House Managers • House Managers • Care Coordinators • Duty Managers • Senior Night Manager/Night Managers	

Role	Name	Contact
Deputy DSLs	**School** • Danny Hulme • Clare Lewis • Katie Scanlon **College** • Lisa Bush **Health** • Penny Gough **Therapy** • Nikita Kruijer • Amy Appleby	Check posters in your respective areas for contact person and relevant telephone number
Lead Executive for Safeguarding (Young Epilepsy)	Tanya Moran	tmoran@youngepilepsy.org.uk 01342 589 100
Designated Safeguarding Officers (Young Epilepsy)	**Research** • Jowinn Chew **Digital Services** • Nicola Shukla **Youth Voice Service** • Catherine Hodder • Cameron Matthews **Youth Support Service** • Louise Barkes • Marianna Nicolau **Fundraising** • Simon Purkiss	Please see Young Epilepsy and EEG/MEG-OPM reporting procedures for all contact details

How the Safeguarding Team Works

St Piers School and College

The Director of Education is the designated member of the Executive Team with overall responsibility for safeguarding within St Piers School and College. The Director of Education maintains strategic oversight of safeguarding across campus, ensuring that safeguarding arrangements remain effective, compliant with statutory guidance and embedded across all services.

The Safeguarding Team is led by the Head of Safeguarding and Quality Practice, who is the Lead Designated Safeguarding Lead (DSL), and is supported by Deputy Designated Safeguarding Leads (DDSLs) across education, residential, health and therapy services. Together, they provide advice, support, challenge and oversight to ensure concerns are identified, managed and escalated appropriately.

A Designated Safeguarding Lead (DSL) is available 24 hours a day whenever children and young people are residing on campus, ensuring safeguarding advice, decision-making and escalation are available at all times.

Staff who routinely undertake safeguarding lead responsibilities include:

- Senior House Managers
- House Managers
- Care Coordinators
- Senior Night Manager and Night Managers
- Designated members of the Education Leadership Team
- Senior Nurses
- Designated Therapy Staff

All DSLs complete Surrey's *Designated Safeguarding Lead: New to Role* training and attend refresher training at least every two years, alongside annual safeguarding updates. They also complete advanced safeguarding training relevant to their role and responsibilities. DSL duties are undertaken in addition to their substantive professional roles within St Piers.

The Lead DSL and relevant members of the Senior Leadership Team have also completed Early Years Designated Safeguarding Lead training to ensure compliance with Early Years Foundation Stage requirements where applicable.

Information about the Safeguarding Team, including current DSL and DDSL contacts, is available on the St Piers intranet and through safeguarding information displayed across campus.

The Lead DSL, Gill Walters, Head of Safeguarding and Quality Practice, has completed additional specialist safeguarding training through Surrey Children's Services, Surrey Safeguarding Adults

Board and other relevant safeguarding partnerships. The Lead DSL provides expert advice across the organisation and is responsible for maintaining oversight of safeguarding practice, quality assurance, training, policy development and multi-agency safeguarding activity.

The Lead DSL will take the lead in managing safeguarding allegations and concerns relating to staff, volunteers and professionals, working in partnership with senior managers, the Local Authority Designated Officer (LADO), Children's Services, Adult Social Care and other relevant agencies as required. The Lead DSL, or an appropriately delegated Deputy DSL, will attend strategy meetings, child protection conferences, core groups and other multi-agency safeguarding meetings.

The Director of Education and senior leaders across education, residential, health and therapy services have also completed safeguarding training. While they are not ordinarily the first point of contact for safeguarding concerns, they remain available to receive concerns and provide leadership oversight where required.

We believe that having senior leaders trained to a high standard in safeguarding promotes a strong safeguarding culture, strengthens organisational accountability and ensures that safeguarding remains central to all aspects of practice. Safeguarding is everyone's responsibility and underpins all decisions relating to the welfare, safety and wellbeing of students.

Young Epilepsy

Tanya Moran is the designated member of the Executive Team with overall responsibility for safeguarding across Young Epilepsy. They provide strategic leadership and oversight, ensuring safeguarding arrangements remain effective, compliant with statutory and regulatory requirements, and embedded throughout the organisation.

The Head of Safeguarding and Quality Practice maintains operational oversight of safeguarding across Young Epilepsy and supports the Designated Safeguarding Officers (DSOs) to promote safe practice, provide safeguarding expertise and ensure a consistent and effective approach to safeguarding across the charity.

Young Epilepsy's wider services are supported by trained Designated Safeguarding Officers (DSOs), who act as the first point of contact for safeguarding concerns within their areas of responsibility and provide safeguarding leadership, advice and oversight. DSOs have completed safeguarding training through the National Council for Voluntary Organisations (NCVO) and maintain their knowledge and skills through ongoing safeguarding development and refresher training.

All staff are required to follow the safeguarding procedures and reporting pathways relevant to their service area, including the Young Epilepsy Safeguarding Procedure and the EEG/MEG-OPM Procedure. DSOs work closely with the Head of Safeguarding and Quality Practice, service managers and, where appropriate, the St Piers Safeguarding Team to ensure safeguarding concerns are identified, managed and escalated appropriately.

This collaborative approach promotes consistent safeguarding practice across the organisation, strengthens professional accountability and helps ensure that children, young people and adults at risk are safeguarded effectively across all Young Epilepsy services.

Contact points for safeguarding in Surrey County Council

Children (under 18 years)	Contact
Allegation against staff/professional/volunteer Where an adult working with children may have harmed a child, committed an offence against a child, or poses a risk to children	LADO (Local Authority Designated Officer): The officer responsible for overseeing the management of allegations and concerns about adults working or volunteering with children. The LADO provides advice, guidance and oversight to ensure allegations are managed appropriately and in line with statutory guidance. To contact the Duty LADO: Tel: 0300 123 1650 (option 3)
Significant harm or risk caused to child at St Piers School and/or at home. (Note: if the harm happened outside of Surrey, you will be re-directed to the child's home local Children's Services Team)	Surrey Children's Single Point of Access (C-SPA) Tel: 0300 470 9100 (Monday – Friday 9am – 5pm - Option 1) Email: cspa@surreycc.gov.uk

Adult with Care and Support Needs /Adult at Risk (18 years and over)	Contact
Serious harm to adult with care and support needs inclusive of allegations against staff.	For adults (18+), safeguarding concerns should be referred to Surrey County Council Adult Social Care via the online Safeguarding Professional Referral form. **Urgent concerns:** Submit the referral and telephone 0300 200 1005 quoting the referral reference number.
Low Level Social Care Concern Reporting of low level care quality concerns within adult care settings aiming to address potential issues before they escalate to safeguarding concerns - these include medication errors, pressure ulcer concerns and/or wider	Surrey Quality Assurance Team ascquality.assurance@surreycc.gov.uk. Referral should be submitted via the portal

organisational or service quality issues	

Outside of office hours and at weekends and public holidays:

Telephone the Surrey Emergency Duty Team on 01483 517898. However, if you are seriously concerned about a child or an adult's immediate safety dial 999 for emergency services.

Regulators' Details

Regulator	Contact
Care Quality Commission – regulates adult residential care and health services in St Piers	St Nicholas Building St Nicholas Street Newcastle upon Tyne NE1 1NB Tel: 03000 616161 • Provider ID – 1-101610290 • Location ID – 1-137790641
Ofsted – regulates St Piers school/college	Royal Exchange Buildings St Ann's Square Manchester M2 7LA Tel Whistleblowing Hotline: 08456 404046 www.ofsted.gov.uk Reference No: SC394025

Staff are encouraged to use an external, independent and confidential service provided by Navex Global, who can be contacted on their freephone helpline number 0800 069 8180 and through the Navex Global web pages

In addition to reporting concerns directly to a DSL or DSO, staff may use the confidential safeguarding email inbox (confidentialsafeguarding@youngepilepsy.org.uk) if they are uncertain about a concern, wish to seek safeguarding advice, or do not feel able to raise the matter through their usual management structure. The inbox is monitored by the Head of Safeguarding and Quality Practice and Safeguarding Co-ordinator to ensure concerns are reviewed, acted upon and escalated where necessary.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their setting. Staff can telephone 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Please also refer to the Whistleblowing and Confidential Disclosures Procedure.

1. SAFEGUARDING FOUNDATION/GENERAL INFORMATION

1.1 Safeguarding Statement

'It could happen here'

Young Epilepsy and St Piers School and College are committed to safeguarding and promoting the welfare of children, young people and adults at risk. We believe that safeguarding is everyone's responsibility and that the welfare, safety and wellbeing of those who access our services must always be our primary consideration.

We are committed to creating environments where people feel safe, respected, listened to and valued. We recognise that early identification, effective intervention and professional curiosity are essential in protecting individuals from abuse, neglect, exploitation and harm.

All concerns, suspicions, allegations, disclosures or 'nagging doubts' must be acted upon. The decision to report a safeguarding concern is not a matter of personal judgement or discretion; it is a professional responsibility.

We are committed to ensuring that everyone who accesses our services has the right:

- To be treated as an individual
- To be treated with dignity and respect
- To be listened to and have their views considered
- To be protected from abuse, neglect, exploitation and discrimination
- To be safe

1.2 Roles and Responsibilities

All staff, volunteers and those acting on behalf of Young Epilepsy and St Piers School and College will:

- Maintain an attitude of *"It could happen here"* in relation to safeguarding.
- Understand that safeguarding is everyone's responsibility.
- Maintain a zero-tolerance approach to abuse, neglect, exploitation, discrimination, harmful sexual behaviour, sexual violence and sexual harassment.
- Read, understand and comply with safeguarding policies, procedures and guidance relevant to their role.

- Recognise and respond appropriately to signs and indicators of abuse, neglect, exploitation and harm.
- Understand their role within multi-agency safeguarding arrangements.
- Create and maintain environments where children, young people and adults at risk feel safe, valued, respected and listened to.
- Ensure those accessing our services know how to seek help, raise concerns and access support.
- Support children, young people and adults at risk to develop the skills, knowledge and resilience needed to keep themselves safe.
- Report safeguarding concerns promptly and in accordance with this procedure.
- Report concerns about the conduct of staff, volunteers, agency workers or contractors, including low-level concerns.
- Understand the importance of Family Help/Early Help and identify those who may benefit from additional support.
- Be prepared to contact external safeguarding agencies or emergency services directly when there is an immediate risk of harm and a DSL, DDSL or DSO is unavailable.

All staff have a personal and professional responsibility to act if they are concerned that a child, young person or adult at risk may be experiencing abuse, neglect, exploitation or harm. Failure to report a safeguarding concern may place an individual at increased risk and may result in disciplinary action.

Staff working closely with children, young people and adults at risk are often best placed to recognise changes in behaviour, presentation, wellbeing or circumstances that may indicate abuse, neglect or exploitation. Staff should remain professionally curious and act upon concerns, however small they may appear.

All staff should recognise that mental health concerns can sometimes be an indicator that an individual has experienced, or is at risk of, abuse, neglect, exploitation or other adverse experiences. Only appropriately trained professionals should make clinical assessments or diagnoses.

When children have experienced abuse, neglect or other adverse childhood experiences, this can have a significant and lasting impact on their health, wellbeing, relationships, learning and development into adulthood.

Trust Board Responsibilities

Trustees are ultimately responsible for ensuring that those benefiting from or taking part in the charity's activities are not harmed in any way. This includes:

- Ensuring they take all reasonable steps to prevent any harm to children and adults at risk.

- Managing risk and to protect the reputation and assets of the charity.
- Assessing the risks that arise from the charity's activities and operations.
- Supporting and ensuring that there are appropriate safeguarding policies and procedures in place.
- Monitoring and scrutiny to ensure that these safeguards are being effectively implemented in practice.
- Making sure that the charity has robust systems in place to handle allegations and that they are dealt with responsibly and appropriately.
- Ensuring a robust safe recruitment procedure is in place within the charity and monitor and review this (Recruitment Policy and Procedure and the Vetting Procedure).

The Trust Board may set up committees to scrutinise the safeguarding policies, procedures and processes to ensure that these remain up to date and effective.

Lead Trustee for Safeguarding

The Lead Trustee should champion safeguarding within the Trust Board and meet regularly with the Lead Governor for Safeguarding and relevant Directors to:

- Oversee high level planning of safeguarding across the charity.
- Provide scrutiny that the charity functions within the legal and regulatory framework for safeguarding practice and in line with the charity's governing document.
- Be involved in any required safeguarding policy review.
- Provide scrutiny that appropriate systems for the charity's safeguarding performance are in place, continually striving for best practice in safeguarding governance.
- Provide scrutiny that the fundamental values and guiding principles of the charity in relation to safeguarding children and adults at risk are articulated and reflected throughout the charity.
- Receive regular safeguarding assurance, participate in safeguarding discussions and, where appropriate, undertake visits or engagement activities to gain assurance regarding safeguarding practice across the organisation.
- Scrutinise that there are mechanisms for beneficiaries, employees, volunteers, other individuals, groups or organisations to bring to the attention of the Trustees should it be necessary, any safeguarding concerns in relation to children and adults at risk that threaten the probity of the charity.
- Scrutinise that safe recruitment processes are in place.
- Scrutinise that the training programme for staff regarding safeguarding meets the needs of

the charity and regulatory requirements.

- Scrutinise that there is a system in place for recording information and that these records are kept secure.

Governor responsibilities

The Governing body takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our school to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

Governors should be aware that Virtual School Heads now also have a non-statutory responsibility for promoting the educational achievement of children in kinship care arrangements, in addition to children looked after by the local authority.

Key responsibilities for the governing body in relation to safeguarding in the education services include:

- Ensure there are effective safeguarding policies and procedures in place together with a staff behaviour policy/code of conduct (Code of Conduct) which all staff receive during their induction, a behaviour policy and a response to children who go missing from education and that they are available on the website.
- Ensuring the safeguarding policy is updated annually and made publicly available.
- Consider how students may be taught about safeguarding as part of a broad and balanced curriculum within the school environment.
- Assess the effectiveness of the safeguarding arrangements in place.
- Requirements for safe recruitment are met and that Section 128 checks occur as set out in KCSIE 2026 and that the Single Central Register is maintained effectively.
- Ensure appropriate online filters and appropriate monitoring systems are in place.
- Ensure appropriate and effective procedures are in place to manage allegations and low level concerns against staff/volunteers/contractors.
- Ensure the student's wishes and feelings are considered when determining what action to take and what services to provide.
- Ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- Have due regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all children.

- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or low-level concerns as defined in KCSIE 2026.
- Students are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through Personal, Social, Health and Economic Education and Relationships and Sex Education.
- The setting will comply with DfE and the Surrey County Council Policy Guidance for Safeguarding Children Missing Education and Education Other Then At School.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.

Lead Governor for Safeguarding – St Piers

Within the Education Governing Body (EGB), a nominated Lead Governor for Safeguarding (see contacts section) works closely with the Chair of Governors, Lead Executive for Safeguarding/Director of Education and the Lead DSL to support effective governance and oversight of safeguarding arrangements across St Piers.

The Lead Governor for Safeguarding is responsible for:

- Maintaining an up-to-date understanding of relevant safeguarding legislation, statutory guidance and best practice, and seeking assurance that St Piers complies with its safeguarding responsibilities.
- Seeking assurance that effective safeguarding systems, policies and procedures are in place and are operating effectively to protect children and young people.
- Providing appropriate support and challenge to senior leaders in relation to safeguarding, behaviour, attendance, wellbeing and the safety of students.
- Monitoring the effectiveness of safeguarding arrangements and promoting consistency of safeguarding practice across education, residential and wider organisational services.
- Ensuring suitable arrangements are in place to support the work of the DSLs and Deputy DSLs and that safeguarding is appropriately resourced.
- Receiving safeguarding updates and assurance information throughout the year and reporting to the Governing Body on the effectiveness of safeguarding arrangements, at least annually.
- Supporting governance in fulfilling its safeguarding duties as set out in *Keeping Children Safe in Education (2026)* and other relevant statutory guidance.

Director of Education responsibilities (Lead Executive for Safeguarding)

The Director of Education is the Lead Executive for Safeguarding and provides executive oversight, leadership and accountability for safeguarding across St Piers School, College and Residential Services. They work closely with the Head of Safeguarding and Quality Practice to maintain strategic oversight of safeguarding arrangements and ensure a shared understanding of

safeguarding risks, priorities, compliance and organisational learning.

In addition to the responsibilities held by all staff, the Director of Education will:

- Ensure safeguarding policies, procedures and practices are implemented effectively and consistently across St Piers School, College and Residential Services.
- Ensure St Piers fulfils its safeguarding responsibilities and contributes effectively to multi-agency working in accordance with *Working Together to Safeguard Children (2026)* and other relevant statutory guidance.
- Ensure appropriate Designated Safeguarding Lead (DSL) and Deputy DSL capacity and cover arrangements are maintained across education and residential services.
- Promote a culture in which safeguarding is everyone's responsibility and children, young people and adults at risk are protected from harm.
- Ensure effective systems are in place to identify need early and facilitate timely access to Early Help and specialist support where required.
- Ensure children and young people are listened to and that effective mechanisms exist for them to express their views, raise concerns and contribute to service development.
- Ensure all staff feel able to raise safeguarding concerns, including concerns about poor or unsafe practice, and that such concerns are responded to appropriately in line with the Whistleblowing Procedure.
- Ensure safeguarding, online safety, relationships education, health and wellbeing, and protective behaviours are embedded throughout the curriculum and wider student experience.
- Ensure policies and procedures are in place that clearly address sexual violence, sexual harassment, child-on-child abuse, online sexual abuse and harmful sexual behaviour, including appropriate support for those affected.
- Ensure all concerns relating to harmful sexual behaviour are taken seriously, responded to promptly and appropriately recorded.
- Support the Lead DSL in ensuring referrals are made to statutory agencies when required and that legal duties relating to safeguarding are fulfilled.
- In consultation with the Lead DSL and Human Resources, ensure referrals are made to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and other relevant professional or regulatory bodies where statutory thresholds are met.
- Ensure the Chair of the Education Governing Body is informed of serious safeguarding incidents, allegations and emerging safeguarding risks within agreed reporting arrangements.
- Act as the organisational Prevent Lead alongside the Lead DSL, ensuring compliance with the Prevent Duty.

- Ensure the Lead DSL has sufficient authority, professional support, supervision, training, time and resources to fulfil their safeguarding responsibilities effectively.
- Provide assurance to the Education Governing Body regarding the effectiveness of safeguarding arrangements and oversee the implementation of improvements identified through audits, reviews, inspections, complaints, investigations and learning from incidents.

The Designated Safeguarding Lead (as outlined in KCSIE 2026 - Annex B):

The Lead Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection across St Piers School, College and Residential Services and fulfils the role described in *Keeping Children Safe in Education (2026), Annex B*. The Lead DSL is supported by appropriately trained Deputy DSLs.

The Lead DSL will:

- Act as a source of safeguarding advice, support and expertise for staff, leaders, governors and trustees.
- Promote a culture in which children and young people are listened to, their views are taken seriously and safeguarding is everybody's responsibility.
- Manage referrals to Children's Social Care, Adult Social Care via the Safeguarding Professional Referral process, the Single Point of Access (SPA), police and other relevant agencies where safeguarding concerns are identified.
- Liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults who work with children and keep the Director of Education informed of significant safeguarding matters.
- Maintain secure, detailed, accurate and contemporaneous safeguarding records, including decisions made, actions taken and the rationale for those decisions.
- Ensure safeguarding and child protection information is transferred securely when a student moves to another setting and that appropriate records are retained in line with statutory guidance and data retention requirements.
- Act as the principal contact for external safeguarding agencies and contribute effectively to multi-agency safeguarding arrangements in accordance with *Working Together to Safeguard Children (2026)*.
- Maintain an up-to-date knowledge of local safeguarding partnership arrangements, thresholds and referral pathways.
- Ensure appropriate representation at child protection conferences, child in need meetings, adult safeguarding meetings and other multi-agency forums, including the provision of reports where required.
- Ensure that social workers are notified of unexplained absences involving children subject to Child Protection Plans, Children in Need Plans or other safeguarding arrangements where appropriate.

- Support leaders to ensure all staff receive safeguarding induction, read and understand relevant safeguarding policies and statutory guidance, and receive appropriate safeguarding training and updates.
- Ensure safeguarding contacts, reporting routes and sources of support are clearly communicated and accessible across St Piers services.
- Advise the Executive Team, Trustees and Governors on safeguarding matters and provide regular assurance regarding safeguarding practice, themes, risks and emerging issues.
- Lead the review and development of safeguarding policies, procedures and guidance to ensure compliance with legislation, statutory guidance and best practice.
- Work closely with pastoral, behaviour, health, therapy, residential and education teams to promote effective safeguarding practice and informed decision-making.
- Support the completion of safeguarding audits, self-assessments, quality assurance activities and statutory safeguarding returns.
- Ensure appropriate risk and needs assessments are completed following reports of sexual violence, sexual harassment, harmful sexual behaviour or other safeguarding concerns and that support is provided to those affected.
- Maintain an up-to-date understanding of online safety risks, including the additional vulnerabilities experienced by children and young people with SEND, and support the organisation in responding effectively to those risks.
- Act as Prevent Lead jointly with the Director of Education and oversee the organisation's compliance with the Prevent Duty.
- Promote a coordinated approach to early help and support staff in identifying and responding to emerging needs at the earliest opportunity.

Deputy DSL responsibilities

Deputy Designated Safeguarding Leads (Deputy DSLs) support the Lead DSL in fulfilling safeguarding responsibilities across St Piers School, College and Residential Services. Deputy DSLs undertake safeguarding training to the same standard as the Lead DSL and their safeguarding responsibilities are explicitly reflected within their role descriptions.

The Deputy DSL will:

- Provide support, advice and operational capacity to the Lead DSL in carrying out safeguarding duties. Whilst activities may be delegated, overall accountability for safeguarding remains with the Lead DSL.
- Act on behalf of the Lead DSL when required and, in the absence of the Lead DSL, undertake the activities necessary to protect children, young people and adults at risk. In the event of a prolonged absence, the Deputy DSL may assume the day-to-day functions of the Lead DSL.

- Receive, assess and respond to safeguarding concerns in line with organisational procedures and statutory guidance.
- Participate in safeguarding team meetings and contribute to decision-making, case oversight and the monitoring of safeguarding concerns.
- Provide advice, guidance and support to children, young people, adults at risk, staff and volunteers in relation to safeguarding concerns.
- Work collaboratively with parents, carers and families where appropriate to support safeguarding and welfare needs.
- Liaise with Children's Social Care, Adult Social Care, the police, health services and other relevant agencies as required.
- Maintain accurate, timely and confidential safeguarding records using approved safeguarding recording systems and ensure information is stored securely and shared appropriately.
- Support the delivery of safeguarding induction, training and awareness activities for staff and volunteers, where required.
- Promote a positive safeguarding culture and appropriately challenge practices, behaviours or attitudes that may adversely affect the welfare, safety or wellbeing of children, young people, adults at risk or staff.
- Attend safeguarding supervision, safeguarding team meetings and other forums arranged by the Lead DSL.
- Participate in local authority, safeguarding partnership and professional network meetings relevant to the role.
- Maintain up-to-date safeguarding knowledge and undertake continuing professional development to ensure practice remains aligned with legislation, statutory guidance and best practice.

Designated Safeguarding Officers (DSOs)

Designated Safeguarding Officers (DSOs) provide safeguarding leadership, advice and oversight within Young Epilepsy services. DSOs support staff to recognise, respond to and manage safeguarding concerns effectively and work closely with the Head of Safeguarding and Quality Practice to promote consistent safeguarding practice across the organisation.

- Act as the first point of contact for safeguarding concerns within their area of responsibility.
- Provide safeguarding advice, guidance and support to staff and managers.
- Promote a culture in which safeguarding concerns are recognised, reported and responded to appropriately.

- Ensure safeguarding concerns are assessed, recorded, managed and escalated in accordance with organisational procedures.
- Take responsibility for safeguarding actions arising from concerns received within their service area and ensure appropriate follow-up, oversight and resolution.
- Liaise with the Head of Safeguarding and Quality Practice where concerns require specialist advice, oversight, escalation or organisational review.
- Make referrals to external agencies where appropriate and support staff through safeguarding processes.
- Participate in safeguarding meetings, investigations, audits, reviews and learning activities as required.
- Maintain oversight of safeguarding activity within their service area, identifying emerging risks, trends, themes and opportunities for learning and improvement.
- Support, promote and deliver safeguarding training, awareness and good practice within their services.
- Work collaboratively with the St Piers Safeguarding Team where concerns involve multiple services, adults at risk, children and young people, or require cross-organisational oversight.
- Provide regular safeguarding updates and monthly activity reports to the Head of Safeguarding and Quality Practice.
- Ensure appropriate arrangements are in place for safeguarding handover and cover during periods of absence.

DSOs are required to complete safeguarding training appropriate to their role, including safeguarding training provided through the National Council for Voluntary Organisations (NCVO), and to maintain their knowledge and practice through regular updates, continuing professional development and participation in safeguarding networks and learning opportunities.

1.3 Training

Safeguarding training is mandatory for all staff and forms part of our commitment to safeguarding and promoting the welfare of children, young people and adults at risk. No member of staff may commence work with children, young people or adults at risk until they have completed the safeguarding training and induction appropriate to their role. Further information can be found in the *Learning and Development Requirements per Staff Group*.

Core Induction

All staff must complete safeguarding induction training as part of their onboarding process. This training introduces the key principles and responsibilities set out in *Working Together to Safeguard Children (2026)*, *Keeping Children Safe in Education (2026)* and the *Care Act 2014*. It includes:

- Definitions and categories of abuse and neglect.

- Recognising signs and indicators of abuse, harm and exploitation.
- Responding appropriately to disclosures and concerns.
- Understanding professional curiosity and the impact of personal values and beliefs on decision-making.
- Safeguarding reporting pathways and escalation procedures.
- The roles and responsibilities of staff in protecting children, young people and adults at risk.

All staff are required to read Part 1 of *Keeping Children Safe in Education (2026)*. Managers support learning through safeguarding discussions and spotlight training sessions throughout the year.

Refresher Training

All staff must complete safeguarding refresher training at least annually. Additional safeguarding training may be required where there are changes to legislation, guidance, organisational procedures or identified safeguarding risks.

Designated DSL Training

Designated Safeguarding Leads (DSLs) and Deputy DSLs within St Piers School, College and Residential Services must complete recognised DSL training on appointment and refresh this training at least every two years, in accordance with statutory guidance. They are also expected to participate in relevant safeguarding networks, workshops, briefings and continuing professional development activities to maintain and enhance their safeguarding knowledge and skills.

Designated DSO Training

Designated Safeguarding Officers (DSOs) within Young Epilepsy's wider services must complete safeguarding training appropriate to their role upon appointment, including training provided through the National Council for Voluntary Organisations (NCVO) or another recognised provider. DSOs are expected to maintain their safeguarding knowledge through ongoing professional development, safeguarding updates and any additional training identified by the Head of Safeguarding and Quality Practice. DSOs will complete refresher safeguarding lead training at every two years, alongside regular safeguarding updates and continuing professional development.

Training for governors and trustees

All governors and trustees receive safeguarding training on appointment and at least annually thereafter. This training is delivered by an external provider and meets the requirements of *Keeping Children Safe in Education (2026)* and other relevant safeguarding guidance.

Governors and trustees are expected to maintain an appropriate understanding of safeguarding and child protection and to read relevant safeguarding guidance applicable to their role.

Agency, Casual and Bank staff

All staff working at St Piers School and College have a duty to follow our Policies and Procedures. Fixed Term Agency Staff and casual staff are expected to complete Safeguarding induction training (face to face), and any ad-hoc agency staff must complete a mini-induction before their first shift which includes information about safeguarding; this is the responsibility of the booking manager.

Safeguarding updates (Briefings and Spotlight Training)

The Lead DSL provides regular safeguarding updates, briefings and learning communications to staff across the charity. These updates may include changes to legislation, local safeguarding arrangements, emerging risks, lessons learned from incidents, thematic reviews and good practice guidance.

Staff are expected to read and apply safeguarding updates relevant to their role, with managers responsible for monitoring compliance. DSLs and DSOs support the dissemination of safeguarding information and learning within their respective services.

Safeguarding resources, guidance and updates are available through the Safeguarding Team intranet pages. In addition, bi-termly safeguarding spotlight sessions are developed by the Lead DSL and facilitated by DSLs to reinforce learning, raise awareness of emerging issues and promote consistent safeguarding practice across the organisation.

1.4 National and Local Guidance

Children

Based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (Surrey County Council, Surrey Police, and NHS Surrey Heartlands Integrated Care Board).

- The Children Act 1989 and The Children Act 2004
- What to do if you're worried a child is being abused – (DfE, 2015)
- Children and Families Act 2014
- Surrey Safeguarding Children Partnership (SSCP) Protocols, Guidance and Procedures
- Safeguarding Disabled Children & Young People; Practice Guidance for all Agencies – (DfE, 2009)
- Statutory guidance on FGM
- Statutory framework for the Early Years Foundation Stage

Adults

- Care Act (2014)
- Surrey Safeguarding Adults Board (SSAB)

- Surrey Safeguarding Adults Safeguarding Policy and Procedures

Other Key Legislation

- Human Rights Act 1998
- Education Act 2002
- Adoption and Children Act 2002
- Mental Capacity Act and Code of Practice 2005
- Sexual Offences Act 2003
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021)
- Safeguarding Vulnerable Groups Act 2006
- Children and Adoption Act 2006
- Health and Social Care Act 2008
- Children and Young Person's Act 2008
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Teacher Standards 2011
- Information Sharing Advice for Practitioners guidance 2018
- The Public Sector Equality Duty (PSED)

1.5 Working with parents, guardians and carers

It is good practice for staff to work in partnership with parents and carers in relation to a child or young person's care, education, health and wellbeing. We recognise that parents and carers play an important role in supporting children, young people and adults at risk, and we aim to be open and transparent when concerns arise.

However, safeguarding concerns cannot always be discussed with parents, carers or other adults connected to a student. Consent to share information is not required where seeking consent, or informing a parent, carer or other individual, would place the child, young person or adult at risk of harm, increase the risk of harm, prejudice the prevention or detection of a crime, or interfere with a safeguarding investigation. In such circumstances, the safety and welfare of the individual must take precedence.

In some situations, concerns may relate to an individual whose relationship to the student is unclear, who does not hold parental responsibility, or who is not known to the organisation, for

example a visitor to campus, family acquaintance or other associated adult. In these circumstances, staff should seek advice from the DSL/DSO before sharing information or discussing concerns.

We always aim to be as open and honest as possible with parents/carers about any concerns. However, Surrey Safeguarding partnership advise that we do not discuss concerns with parent/s/carer/s in the following circumstances (if related to the family) pending further advice and/or consultation:

- Where informing a parent, carer or other relevant adult could place a child, young person, adult at risk or another person at increased risk of harm, compromise a safeguarding enquiry or prejudice a criminal investigation.
- Where sexual abuse or exploitation is suspected.
- Where organised or multiple abuse is suspected.
- Where fabricated or induced illness is suspected.
- Where female genital mutilation is a concern.
- In cases of forced marriage.
- Where contacting parents/carers could place a child or young person or others at immediate risk of harm.

Information sharing with parents and carers is also impacted upon by the requests and views of the young person or adult with care and support needs. If they have the capacity to decide that they do not want their parents/carers informed about a concern, then we will respect this choice, unless there are very clear reasons why this cannot be upheld. This however does not negate our responsibilities to inform other statutory agencies of any concerns of abuse.

Where a child is subject to a Care Order there may be restrictions in place on what information is shared with a parent/s. It is crucial that all staff members working with the child know what they can and cannot share with parents and that this is recorded in the child's file and on all electronic information management systems (e.g., Databridge). Staff will need to work closely with the child's Social Worker and to report to them any safeguarding concerns.

1.6 Confidentiality, Sharing and Withholding Information

All matters relating to safeguarding and protection will be treated confidentially and managed in accordance with relevant legislation, including the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the government's information sharing guidance for safeguarding practitioners.

Information will be shared on a need-to-know basis with those who require the information to safeguard a child, young person or adult at risk, promote their welfare, or fulfil a legal or statutory duty. Staff should always consider the principles of necessity, proportionality, relevance, adequacy,

accuracy, timeliness and security when sharing information.

Sensitive information about a student may need to be shared both within and outside the organisation in order to safeguard them, promote their welfare, protect them from harm or meet statutory safeguarding responsibilities. This may include sharing information with Children's Social Care, Adult Social Care, police, health professionals, funding authorities or other relevant agencies.

Children, young people and adults at risk have rights to privacy, independence, choice and self-determination, including rights relating to information about them. However, these rights are not absolute and may be overridden where there are safeguarding concerns, a legal obligation to share information, or a risk of harm to the individual or others.

When making decisions about information sharing, staff should be mindful that:

- Data protection legislation does not prevent the sharing of information for safeguarding purposes.
- Consent is not required where seeking consent could place a child, young person or adult at risk of harm, increase the risk of harm, prejudice the prevention or detection of a crime, or undermine a safeguarding enquiry.
- Relevant information may be shared without consent where there is a lawful basis to do so and it is necessary to protect an individual from abuse, neglect or other harm.
- Emergency or life-threatening situations may require information to be shared immediately with emergency services or other relevant agencies without consent.
- Information may be shared within or between organisations where this is necessary and proportionate to safeguard an individual or where there is another lawful basis for sharing.
- Equally, information should not be shared where there is no safeguarding, legal or operational justification for doing so.

When concerns relate to an individual whose relationship to the student is unclear, who does not hold parental responsibility, or who is not known to the organisation, staff should seek advice from the DSL before sharing any information unless there is an immediate risk of harm requiring urgent action.

Staff should normally seek advice from a DSL before sharing information relating to safeguarding concerns. However, a fear of sharing information must never stand in the way of protecting a child, young person or adult at risk. Where there is an immediate safeguarding concern, information should be shared promptly with the appropriate agency and the DSL informed as soon as possible.

Where required, the safeguarding team will seek advice from the Information Governance Manager, Data Protection Officer and/or Caldicott Guardian to ensure that information sharing decisions are lawful, proportionate and in accordance with relevant legislation, guidance and information-sharing protocols.

1.7 Consent to Sharing Information

Young Epilepsy and St Piers School and College are committed to sharing information lawfully, proportionately and in the best interests of children, young people and adults at risk.

Where appropriate and safe to do so, consent will be sought before sharing personal information with external agencies. This may include seeking the views of the child, young person or adult at risk and, where appropriate, their parents, carers or those with parental responsibility. Consent should be informed, freely given and recorded.

However, consent is not always required to share information. Safeguarding practitioners have a legal and professional duty to share relevant information where there are concerns that a child, young person or adult at risk is experiencing, or may be at risk of, abuse, neglect, exploitation or significant harm. Information may therefore be shared without consent where there is a lawful basis to do so and where sharing is necessary to safeguard an individual or protect others from harm.

In deciding whether to share information, staff will consider:

- The safety and welfare of the child, young person or adult at risk.
- Whether obtaining consent may place someone at increased risk of harm.
- Whether seeking consent could prejudice the prevention, detection or investigation of a crime.
- The wishes and feelings of the individual, where these can be ascertained.
- Relevant legal duties and statutory guidance.
- The principles of necessity, proportionality and information minimisation.

Where information is shared without consent, the reasons for doing so, the lawful basis relied upon and the decision-making process must be clearly recorded.

Mental Capacity and Best Interests

The Mental Capacity Act 2005 applies to individuals aged 16 and over and is based on the principle that every adult must be assumed to have capacity to make their own decisions unless it is established otherwise.

Capacity is decision-specific and time-specific. To make a particular decision, a person must be able to:

- Understand the relevant information.
- Retain that information for long enough to make the decision.
- Use or weigh that information as part of the decision-making process.
- Communicate their decision by any means.

A person's capacity may be affected by a range of factors, including learning disability, acquired brain injury, epilepsy, mental ill health, dementia, physical illness or the effects of medication. Capacity can also fluctuate over time.

Where there is reason to believe an individual lacks capacity to make a decision about information sharing, any decision taken on their behalf must be made in their best interests and be the least restrictive option available.

Adults at risk who have capacity should be involved in safeguarding decision-making wherever possible. Their views, wishes and desired outcomes should be considered and recorded. This includes discussing:

- Whether they consider the matter to be a safeguarding concern.
- What outcomes they would like to achieve.
- Whether they wish action to be taken and, if so, what action.

While the wishes of an adult with capacity are important, they do not automatically prevent information being shared or a safeguarding concern being raised where there is a legal duty, public interest concern, risk to others, or where statutory safeguarding criteria are met.

Where a best interests decision is required, it should be made by the appropriate manager in consultation with the Lead Designated Safeguarding Lead (DSL) and, where relevant, parents, carers, deputies, attorneys or other professionals involved in the person's care and support. All decisions and the rationale for them must be appropriately recorded in accordance with the organisation's information governance requirements.

Please see the Mental Capacity SharePoint site for more information.

1.8 Inter-Agency Partnership

As an education, residential, healthcare and charitable organisation, we work in partnership with children's social care, adult social care, police, health services, safeguarding partnerships, regulators and other statutory and voluntary agencies to safeguard and promote the welfare of children, young people and adults at risk.

For St Piers School and College, the primary safeguarding contacts are Surrey Children's Single Point of Access (C-SPA), Surrey Adult Social Care (via the Professional Safeguarding Referral process), and Surrey Police. However, as many of the children, young people and adults supported by Young Epilepsy live outside Surrey, safeguarding referrals and enquiries may involve agencies within an individual's home local authority.

Young Epilepsy's wider services may work with safeguarding partners and statutory agencies across England and Wales. Staff must follow the safeguarding reporting and escalation procedures relevant to their service area and the location of the individual concerned.

Where concerns relate to the conduct of a member of staff, volunteer, agency worker or contractor working with children, the Designated Safeguarding Lead (DSL) will consult with the appropriate Local Authority Designated Officer (LADO) and take action in accordance with local procedures and statutory guidance. Concerns relating to adults at risk will be managed in partnership with Adult Social Care and other relevant agencies.

Certain safeguarding incidents may require notification to external bodies, including Ofsted, the Care Quality Commission (CQC), the Charity Commission, local authorities, commissioning bodies or other regulators. The Lead DSL, Designated Safeguarding Officer (DSO) or relevant senior leader will coordinate such notifications in accordance with statutory, contractual and regulatory requirements.

Referrals to children's social care, adult social care, the police, the Disclosure and Barring Service (DBS), professional regulators and other statutory agencies will be made where legal, regulatory or safeguarding thresholds are met.

Effective multi-agency working is fundamental to safeguarding. By sharing information appropriately, maintaining professional curiosity and working collaboratively with partner agencies, Young Epilepsy aims to identify concerns early, manage risk effectively and ensure that children, young people and adults at risk receive the support, protection and intervention they need.

Staff should not assume that another professional or agency has taken action and must be prepared to challenge decisions, seek clarification or escalate concerns where they believe risks have not been appropriately recognised, assessed or managed.

Where there is disagreement with the decisions, actions or lack of action taken by another agency, the Designated Safeguarding Lead (DSL), Designated Safeguarding Officer (DSO) or relevant safeguarding lead will seek to resolve concerns through professional discussion and, where necessary, follow the escalation procedures of the relevant safeguarding partnership. All professional challenge and escalation activity will be recorded appropriately.

1.9 Escalation process

Internal

All safeguarding concerns must be reported in accordance with the safeguarding reporting pathways relevant to the service area concerned.

Where concerns relate to safeguarding leadership, managers or senior staff, the following escalation arrangements apply:

- Concerns regarding a manager, senior member of staff, Designated Safeguarding Officer (DSO), Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) should be reported to the Head of Safeguarding and Quality Practice/Lead DSL or a member of the Executive Team.
- Concerns regarding the Head of Safeguarding and Quality Practice/Lead DSL should be

reported to the Director of Education (Lead Executive for Safeguarding) or another member of the Executive Team. The Executive Team member receiving the concern will ensure the Chief Executive Officer is informed.

- Concerns regarding a member of the Executive Team should be reported to the Chief Executive Officer and the Head of Safeguarding and Quality Practice/Lead DSL.
- Concerns regarding the Director of Education (Lead Executive for Safeguarding) should be reported to the Chief Executive Officer and the Head of Safeguarding and Quality Practice/Lead DSL. The Chair of Trustees and Chair of the Education Governing Body will be informed as appropriate.
- Concerns regarding the Chief Executive Officer should be reported directly to the Chair of Trustees.
- Concerns regarding the Chair of Trustees should be reported to the Vice Chair of Trustees or an appropriate external authority, regulator or statutory agency.

The appropriate safeguarding lead will ensure that concerns and allegations are managed in accordance with statutory guidance, including consultation with the Local Authority Designated Officer (LADO), Adult Social Care, police or other relevant agencies where required.

A flowchart outlining safeguarding reporting and escalation arrangements for St Piers Students can be found in Appendix 1.

Governance Notification

The Chairs of the Board of Trustees and Education Governing Body will be informed of serious safeguarding incidents, allegations, complaints, investigations or other significant safeguarding matters in accordance with agreed governance reporting arrangements.

This may include:

- Serious safeguarding incidents involving actual or potential harm to a child, young person or adult at risk.
- Serious safeguarding complaints or complaints raising concerns about safeguarding practice.
- Police investigations relating to safeguarding matters.
- Allegations against staff that meet the threshold for LADO consultation.
- Referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) or other professional or regulatory bodies.
- Death or life-threatening injury where safeguarding considerations may be relevant.
- Significant regulatory, legal or reputational risk arising from safeguarding concerns.
- Emerging safeguarding themes, patterns or repeated incidents within a service area.

- Fixed term or permanent exclusions where safeguarding concerns are a significant factor.
- Any other matter that, in the opinion of the Director of Education, Head of Safeguarding and Quality Practice or Chief Executive Officer, warrants escalation to governance.

External Escalation

Young Epilepsy and St Piers School and College are committed to constructive challenge and professional curiosity where there are concerns that safeguarding risks are not being appropriately addressed.

Where there is disagreement with the decisions, actions or lack of action taken by Children's Social Care, Adult Social Care, the police or another safeguarding agency, the Lead DSL, DSO or relevant safeguarding lead will use the relevant local safeguarding partnership escalation procedure.

For St Piers School and College, concerns relating to Surrey agencies will be managed in accordance with the Surrey Safeguarding Partnership's professional disagreement and escalation procedures. Similar arrangements should be followed with the relevant safeguarding partnership where the child, young person or adult at risk resides outside Surrey.

All escalation activity and the rationale for any challenge should be clearly recorded within safeguarding records.

1.9 Duty of Candour

We are committed to being open, honest and transparent when things go wrong and to learning from incidents to improve the quality and safety of our services.

The statutory Duty of Candour applies to health and adult social care services regulated by the Care Quality Commission (CQC). It requires providers to act in an open and transparent way with people who use services and those acting lawfully on their behalf when a notifiable safety incident occurs.

Where the Duty of Candour applies, the organisation will:

- Inform the individual, and/or their parent, carer, representative or advocate as appropriate, when a notifiable safety incident has occurred.
- Provide a truthful account of what is known about the incident and its impact.
- Offer a sincere apology.
- Explain what actions have been taken, or will be taken, in response to the incident.
- Keep appropriate records of all communications and actions taken.

Whilst the statutory Duty of Candour applies to regulated health and adult social care services, the principles of openness, honesty, transparency and learning underpin all safeguarding practice across St Piers School, College and Young Epilepsy. Staff are expected to raise concerns promptly, report incidents appropriately and support a culture of learning and continuous improvement.

The Duty of Candour does not override safeguarding responsibilities. Information will be shared in accordance with safeguarding, confidentiality and information-sharing requirements, and advice will be sought from the safeguarding team, Information Governance team or other relevant professionals where necessary.

2 SIGNS AND INDICATORS

2.1 Safeguarding Children

Under the Children Act 1989, a child is defined as anyone under the age of 18 years. The Children Act 1989 defines *significant harm* as the threshold for statutory child protection intervention. There are no absolute criteria for determining significant harm, and professional judgement must always be used. Factors to consider include the nature, severity, duration and impact of the harm, the child's age and vulnerabilities, and the cumulative effect of multiple concerns.

Young Epilepsy and St Piers School and College recognise that children may experience abuse, neglect, exploitation and other forms of harm within their family, peer group, community, education setting, residential setting or online. Children may experience more than one form of harm at the same time.

Working Together to Safeguard Children (2026) sets out the responsibilities of organisations and professionals to safeguard and promote the welfare of children and provides definitions of the different categories of abuse and harm.

Where there are concerns that a child is suffering, has suffered, or is likely to suffer significant harm, a referral must be made to Children's Social Care and/or the Police in accordance with local safeguarding procedures. This may result in a Section 47 enquiry being undertaken by Children's Services and/or the Police.

2.2 Safeguarding an Adult at Risk

An adult at risk is a person aged 18 or over who has care and support needs and is experiencing, or is at risk of, abuse, neglect or exploitation and may be unable to protect themselves because of those needs.

Young Epilepsy and St Piers School and College are committed to safeguarding adults at risk and promoting their wellbeing, rights, independence and dignity. Safeguarding aims to prevent abuse and neglect, protect individuals from harm, support people to achieve the outcomes that matter to them and reduce the risk of future harm.

We are committed to the principles of *Making Safeguarding Personal,* ensuring that safeguarding responses are person-centred, strengths-based and focused on the individual's wishes and desired outcomes wherever possible.

Adults at risk should be supported to make informed decisions, manage risk and exercise choice and control over their lives. Wherever possible, safeguarding responses should maximise the individual's involvement while balancing their wishes with the need to prevent harm and fulfil legal safeguarding responsibilities.

Where there are concerns that an adult at risk is experiencing, or is at risk of, abuse, neglect or exploitation, appropriate action will be taken in partnership with Adult Social Care, the Police and other relevant agencies to promote their safety and wellbeing.

There are six key principles that underpin the safeguarding of adults at risk:

Principles	Description	Outcomes for the adult
Empowerment	Presumption of person led decisions and informed consent.	*I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."*
Prevention	It is better to take action before harm occurs.	*"I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."*
Proportionality	Proportionate and least intrusive responses appropriate to the risk presented.	*"I am sure that the professionals will work for my best interests, as I see them and will only get involved as much as needed." "I understand the role of everyone involved in my life."*
Protection	Support and representation for those in greatest need.	*"I get help and support to report abuse. I get help to take part in the safeguarding process to the extent to which I want and to which I am able"*
Partnerships	Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.	*"I know that staff will treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together to get the best result for me."*
Accountability	Accountability and transparency in delivering safeguarding.	*"I understand the role of everyone involved in my life and so do they."*

2.3 Types of Abuse

A fundamental responsibility of all staff is to recognise and respond to concerns that a child, young person or adult at risk may be experiencing abuse, neglect, exploitation or harm.

Abuse can occur in any setting and may be perpetrated by family members, peers, professionals, volunteers, staff or strangers. Individuals may experience more than one form of abuse at the same time and abuse can occur both online and offline.

The definitions below are based on *Working Together to Safeguard Children (2026)* and the *Care Act 2014*. They are not exhaustive and should be read alongside the Signs of Abuse Guidelines

and other safeguarding resources available on the intranet.

Any concern, disclosure, allegation, pattern or indicator of abuse, neglect or exploitation must be reported immediately in accordance with this procedure.

Physical abuse

Definition of physical abuse relating to children	Definition of physical abuse relating to adults
Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. It can also include fabricated or induced illness and inappropriate use of physical intervention, restraint, medication or sanctions.	Physical abuse includes assault, hitting, slapping, pushing, misuse of medication, inappropriate restraint, force-feeding, rough handling or any act that causes physical injury, pain, suffering or impairment.

Emotional/Psychological abuse

Definition of emotional abuse relating to children	Definition of emotional/psychological abuse relating to adults
Emotional abuse is the persistent emotional maltreatment of a child that causes severe and adverse effects on their emotional development. This may include conveying that a child is worthless or unloved, silencing them, exposing them to inappropriate expectations, witnessing domestic abuse, bullying, cyberbullying or exploitation.	Psychological or emotional abuse may include intimidation, coercion, threats, humiliation, harassment, verbal abuse, controlling behaviour, isolation, cyberbullying or the deliberate withdrawal of support or services.

Sexual abuse

Definition of sexual abuse relating to children	Definition of sexual abuse relating to adults
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child understands what is happening. It may involve physical contact or non-contact activities, including grooming, sexual exploitation, exposure to sexual content, or the creation and sharing of sexual images. Sexual abuse can be perpetrated by adults,	Sexual abuse involves any sexual activity that takes place without informed and freely given consent. It may include rape, sexual assault, sexual harassment, inappropriate touching, sexual exploitation, coercion, exposure to pornography, indecent exposure or being forced to witness sexual acts.

young people or children.	

The Sexual Offences Act 2003 defines consent as a person agreeing to sexual activity by choice and having the freedom and capacity to make that choice.

The law recognises that certain individuals cannot legally consent to sexual activity, including:

- Children under the age of 16 years.
- Children under 13 years, who can never legally consent to sexual activity.
- Young people under 18 involved in sexual activity with a person in a position of trust.
- Individuals whose ability to consent is affected by mental disorder, coercion, threats, deception or exploitation.
- Individuals involved in prohibited relationships with care workers or family members.

Where there are concerns regarding sexual activity involving a child under the age of 13, this must always be referred immediately to Children's Social Care and the Police.

Child Sexual exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator.

CSE can affect children and young people of any gender, ethnicity or background. It may occur in person or online and can involve the use of technology to groom, exploit or abuse children. Children may be sexually exploited without recognising themselves as victims and may not always understand the nature of the abuse taking place.

An imbalance of power is central to CSE and may involve differences in age, gender, physical strength, economic status, intellectual capacity, emotional maturity or access to resources. Exploitation may involve coercion, intimidation, threats, violence, manipulation, gifts, affection, status, money, accommodation, alcohol, drugs or other forms of influence.

We recognise that safeguarding concerns often occur outside of the family home and may arise within peer groups, communities, online environments or wider social networks. Staff should be alert to extra-familial harm, including child sexual exploitation, child criminal exploitation, serious violence, online exploitation and harmful peer relationships.

Regular absence from education, unexplained gifts, changes in behaviour, secrecy, association with older individuals, use of multiple mobile phones, and increased online activity may be indicators of exploitation. Any concerns regarding child sexual exploitation must be reported immediately in accordance with safeguarding procedures.

Sharing Nudes and Semi-Nudes (Youth Produced Sexual Imagery)

The sharing of nude or semi-nude images and videos by children and young people is often referred to as youth-produced sexual imagery. This may take place through mobile phones, social media platforms, messaging applications, online gaming platforms or other digital technology.

This may involve:

- A child creating and sharing a nude or semi-nude image or video of themselves.
- A child sharing a nude or semi-nude image or video of another child.
- A child possessing, storing, forwarding or distributing a nude or semi-nude image or video of another child.

Where an adult is involved in creating, possessing, sharing, requesting or distributing sexual images of a child, this must always be treated as child sexual abuse and referred immediately to the Police and Children's Social Care.

Staff must never view, copy, print, save, share or forward sexual images of a child. When a device contains suspected sexual imagery, staff should secure the device where possible and seek immediate advice from a Designated Safeguarding Lead (DSL).

Parents and carers will normally be informed and involved at an appropriate stage unless doing so would place the child at increased risk of harm.

Immediate consultation with the DSL/DSO, Children's Social Care and/or the Police will be required where:

- An adult is involved.
- There are concerns about coercion, exploitation, blackmail, grooming or intimidation.
- The child may lack capacity to consent or fully understand the situation.
- The imagery depicts sexual acts, violence, threats or degradation.
- The imagery involves a child aged 12 or under.
- There is an immediate safeguarding risk to the child or another person.
- The imagery is being widely circulated or has been shared online.

We recognise that incidents involving nude or semi-nude imagery may be linked to child sexual exploitation, online abuse, harmful sexual behaviour, bullying or coercive relationships and will be managed through safeguarding procedures and risk assessment processes.

Please also refer to the Online Safety Procedure and Responding to Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence Procedure

Neglect and acts of omission

Definition of neglect abuse relating to children	Definition of neglect abuse relating to adults
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance misuse or other factors that place the unborn child at risk of harm. Once a child is born, neglect may involve a parent or carer failing to: • Provide adequate food, clothing and shelter (including exclusion from home or abandonment). • Protect a child from physical or emotional harm and danger. • Ensure adequate supervision, including the use of appropriate caregivers. • Ensure access to appropriate medical care, treatment or education. • Respond to a child's basic physical, emotional and developmental needs.	Neglect and acts of omission may be deliberate or unintentional and occur when an adult's care, support, health or wellbeing needs are not adequately met. This may include: • Ignoring medical, emotional or physical care needs. • Failure to provide access to appropriate health, care, support or educational services. • Withholding medication, treatment, nutrition, hydration, heating, personal care or essential aids and equipment. • Failure to prevent avoidable harm or deterioration in health and wellbeing. • Inadequate supervision, support or assistance with daily living activities. .

The Neglect Risk Assessment Tool is available from Surrey to provide a more detailed information regarding the assessment of neglect.

The Lead DSL is trained to use the Graded Care Profile 2 tool to support better identification and intervention in the cases of neglect.

All staff should remain alert to indicators of neglect, as concerns may develop gradually over time and can have a significant cumulative impact on an individual's health, wellbeing, safety and development. Any concerns regarding neglect or acts of omission must be reported in accordance with safeguarding procedures.

- **Self-Neglect** refers to a person's inability or unwillingness to care for their own personal hygiene, health, wellbeing or living environment, resulting in a risk of harm to themselves. This may include poor self-care, refusal of essential services, hoarding, malnutrition, dehydration, failure to take prescribed medication or living in unsafe conditions.

  While self-neglect is primarily an adult safeguarding concern, all staff should remain alert to signs of self-neglect and seek advice from the Safeguarding Team where concerns arise. It

is recognised that some behaviours may be associated with an individual's disability, communication needs or health condition; however, staff should always consider whether safeguarding concerns may also be present.

Child on child abuse

All staff should recognise that children can abuse other children and that such abuse can occur both inside and outside of school, residential and online environments. Child-on-child abuse can be harmful, distressing and abusive and must never be dismissed as banter, part of growing up, harmless behaviour or typical childhood development.

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

- Bullying, including cyberbullying.
- Physical abuse, including assault, hitting, kicking and initiation or hazing-type violence.
- Emotional abuse.
- Harmful sexual behaviour.
- Sexual harassment.
- Sexual violence.
- Abuse within intimate personal relationships.
- Upskirting, image-based abuse and the sharing of nude or semi-nude images.
- Coercive, controlling or exploitative behaviour.

We are clear that harmful sexual behaviour, sexual harassment and sexual violence are unacceptable, will never be tolerated and should not be viewed as an inevitable part of growing up. Concerns will be taken seriously, managed through safeguarding procedures and responded to in a way that protects all those involved.

Where it is believed that a crime may have been committed, the matter will be reported to the Police and Children's Social Care as appropriate. The safety, wishes and feelings of the child who may have experienced harm will always be central to decision-making.

Children and young people will be supported to access appropriate advice and support services where required, including specialist resources such as Shore and other organisations that support young people with concerns relating to relationships, sexual behaviour and online safety.

Please also refer to the Relationships and Sex Education and Wellbeing Policy and the Responding to Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence Procedure.

Abuse by another adult at risk

Abuse committed by one adult at risk against another adult at risk must always be considered a safeguarding concern and responded to in accordance with adult safeguarding procedures, regardless of the mental capacity of either individual.

We recognise that adults at risk may be vulnerable to abuse, exploitation, coercion, discrimination, neglect and harm from their peers as well as from staff, family members or others. The safety and wellbeing of the person who may have experienced abuse must always be the primary consideration.

Concerns should not be viewed solely as behavioural, relational or service-management issues. Consideration must be given to whether the concern meets the threshold for referral to Children's Social Care, Adult Social Care through the safeguarding referral process, police, or the Quality Assurance Team (QAT), as appropriate.

The Lead DSL, Safeguarding Team, DSO and relevant managers will exercise professional judgement when assessing concerns and determining the most appropriate response. This may include consultation with Adult Social Care, Police, health professionals and other relevant agencies to ensure that risks are appropriately managed and individuals are protected from further harm.

When there is concern that a criminal offence may have occurred, the Police will be informed without delay.

Online abuse

Technology can be used to facilitate abuse, exploitation and harm. Online abuse may occur through social media, messaging services, gaming platforms, websites, live streaming services, mobile devices and emerging technologies.

Children, young people and adults at risk may experience a range of online harms, including cyberbullying, grooming, sexual exploitation, coercion, image-based abuse, financial exploitation, exposure to harmful content, radicalisation, and technology-assisted abuse such as AI-generated or manipulated imagery.

Online abuse can be perpetrated by strangers, peers, family members, professionals or individuals already known to the victim. Abuse may occur entirely online or be linked to harm experienced offline.

We recognise that online and offline harms are often interconnected. Staff must remain alert to the ways in which technology can be used to facilitate abuse, exploitation, criminal behaviour and harmful sexual behaviour.

Appropriate filtering and monitoring systems are in place to help safeguard children, young people and adults at risk when using organisational technology. Staff receive training and updates to help them identify and respond to emerging online risks.

Any concerns that an individual may be experiencing online abuse, exploitation or harm must be reported immediately in accordance with safeguarding procedures. Further guidance can be found in the Online Safety Procedure.

Please refer to the Online Safety Procedure for further guidance.

Financial / material abuse

Financial or material abuse involves the unauthorised, improper or fraudulent use of a person's money, property, assets, benefits or other resources. It may occur through theft, fraud, scams, coercion, exploitation, pressure or misuse of another person's finances for personal gain.

Examples may include:

- Theft of money, possessions or personal property.
- Misuse or theft of benefits, allowances or personal funds.
- Pressure in relation to gifts, loans, wills, inheritance or financial transactions.
- Financial exploitation through scams, online fraud or coercive relationships.
- Misuse of a person's bank account, payment cards or financial information.
- Exploitation of a person's vulnerability, trust or dependency for financial gain.

Children, young people and adults at risk may be particularly vulnerable to financial exploitation due to communication needs, disabilities, social isolation, dependence on others or limited understanding of financial matters.

Any concerns that an individual may be experiencing financial or material abuse must be reported immediately in accordance with safeguarding procedures.

Discriminatory abuse

Discriminatory abuse occurs when a person is treated unfairly, harassed, excluded, victimised or subjected to derogatory treatment because of a protected characteristic. This includes discrimination based on age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

Discriminatory abuse may include bullying, harassment, slurs, humiliation, hate incidents, hate crime, unequal treatment, exclusion from opportunities or services, or any behaviour that demeans a person because of their actual or perceived characteristics.

Staff must challenge discriminatory attitudes, behaviours and language whenever they occur. Any concerns that a student or adult with care and support needs is experiencing discriminatory abuse or is at risk of harm as a result of discrimination, must be reported to the Safeguarding Team.

Professional abuse

Professional abuse occurs when a person in a position of trust, responsibility or authority misuses

their power, influence or professional relationship, causing harm or increasing the risk of harm to a child, young person or adult at risk.

Professional abuse may include:

- Abuse of trust, power or professional boundaries.
- Inappropriate relationships with those receiving services.
- Failure to recognise, respond to or report safeguarding concerns.
- Poor professional practice or neglect.
- Inappropriate use of restraint, control or restrictive practices.
- Deliberate or reckless disregard for an individual's rights, dignity or wellbeing.
- Organisational cultures, resource pressures or unsafe practices that place individuals at risk of harm.
- Failure to follow safeguarding, professional, regulatory or ethical standards.

Professional abuse can occur as a result of the actions of an individual, or through systemic failures within an organisation that compromise the safety and wellbeing of those receiving support.

Any concerns regarding professional abuse, poor practice, breaches of professional boundaries or failures to safeguard must be reported immediately in accordance with safeguarding, whistleblowing and managing allegations procedures.

Institutional/organisational abuse

Institutional or organisational abuse occurs when the culture, practices, systems, policies or processes of an organisation place individuals at risk of harm or fail to protect them from abuse, neglect or exploitation. It may result from poor leadership, ineffective management, unsafe practice, resource pressures, a closed culture, or a failure to learn from concerns and incidents.

Organisational abuse can occur in any setting, including schools, colleges, hospitals, residential services, care settings, community services or within a person's own home where care or support is provided. It may involve a single incident or be an ongoing pattern of poor practice.

Examples may include:

- Poor or unsafe care practices.
- Inadequate staffing, supervision or training.
- Cultures that discourage the reporting of concerns.
- Failure to respond appropriately to safeguarding concerns, complaints or whistleblowing.
- Excessive, inappropriate or unlawful restrictions on individuals' freedom, rights or choices.
- Rigid routines or systems that prioritise organisational needs over the needs and wellbeing

of those receiving support.

- Widespread neglect, poor standards of care or a failure to maintain dignity and respect.
- Failure of governance, leadership or management arrangements that results in harm or increased risk of harm.

We are committed to promoting an open, transparent and safeguarding-focused culture in which concerns are welcomed, acted upon and used to improve practice. Any concerns regarding institutional or organisational abuse, unsafe cultures, systemic failings or poor practice must be reported immediately in accordance with safeguarding, whistleblowing and complaints procedures.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse involving the partial or total removal of, or other injury to, the female genital organs for non-medical reasons. FGM is illegal in the UK and can have serious lifelong physical and psychological consequences.

Teachers have a statutory duty under the Serious Crime Act 2015 to report to the Police any known cases of FGM involving a child under the age of 18. Staff must not examine children and any concerns, disclosures or indicators of FGM must be reported immediately to the Safeguarding Team.

Please refer to Awareness of FGM Guidelines

Anti-Bullying/Cyberbullying Procedures

Bullying and cyberbullying can have a significant impact on a person's safety, wellbeing, mental health and development. We do not tolerate bullying in any form and are committed to creating an environment where children, young people and adults at risk feel safe, valued, respected and supported.

All staff should be aware that some individuals may be more vulnerable to bullying, including those with disabilities, additional needs, communication differences, health conditions, protected characteristics, or those who may be perceived as different from their peers. Staff should remain vigilant to signs of bullying, including online bullying, and take all concerns seriously.

Incidents of bullying should be responded to promptly, proportionately and in accordance with the organisation's Anti-Bullying and Online Safety Procedures. Where bullying involves prejudice, discrimination, hate-related behaviour, coercion, exploitation, sexualised behaviour, online abuse or places an individual at risk of significant harm, it will be managed as a safeguarding concern and safeguarding procedures will be followed.

Persistent, severe or targeted bullying may be indicative of wider safeguarding concerns and should be assessed and recorded accordingly.

Please refer to the Anti-Bullying and Online Safety Procedures for further guidance.

Mate Crime

Mate crime occurs when an individual exploits, manipulates, harms or takes advantage of a relationship with someone they regard as a friend. Children, young people and adults with disabilities, communication difficulties or additional vulnerabilities may be particularly at risk.

Mate crime can involve emotional, physical, sexual or financial abuse, coercion, bullying, exploitation or criminal behaviour.

Any concerns that an individual may be experiencing, or be at risk of, mate crime must be reported immediately in accordance with safeguarding procedures.

Our Anti-Bullying Procedure provides further guidance. Any incidents of bullying, exploitation or abuse that place a child, young person or adult at risk of harm will be managed in line with safeguarding and child or adult protection procedures where appropriate.

Online Safety & Cybercrime

Digital technology plays an important role in the lives of children, young people and adults, but it can also create opportunities for abuse, exploitation, bullying, radicalisation, financial harm and other safeguarding risks. Online harms can occur through social media, messaging services, gaming platforms, mobile devices and other digital technologies.

We are committed to promoting the safe, responsible and appropriate use of technology. Appropriate filtering and monitoring systems are in place and are regularly reviewed to help safeguard children and adults at risk whilst using organisational technology and networks.

Any concerns relating to online safety, cybercrime, online abuse, exploitation or harmful online content must be reported in accordance with safeguarding procedures.

St Piers School and College's policy on online safety is set out in a separate document.

Absent or missing student

St Piers School and College recognise that children who are absent from education, particularly persistently or repeatedly, may be at increased risk of abuse, neglect, exploitation or other safeguarding concerns.

We will follow the statutory guidance *Working Together to Improve School Attendance* and our Attendance Procedure to record, monitor and follow up absences. Staff should remain alert to the potential safeguarding risks associated with absence, including child sexual exploitation, child criminal exploitation, mental health concerns, radicalisation, forced marriage and female genital mutilation (FGM).

Where there are concerns that a child may be at risk of harm, appropriate safeguarding action will be taken, including referrals to Children's Social Care and/or the Police where required.

The School and College will work with parents, carers, local authorities, funding authorities and other agencies to promote attendance and safeguard students. We will also comply with statutory requirements relating to children missing education, including notifying the relevant local authority

when a student is removed from roll at a non-standard transition point or leaves without a confirmed destination.

When a student is persistently absent, missing from education or there are concerns about their welfare, the appropriate safeguarding and attendance procedures will be followed.

Please also see the Attendance Procedure

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may consist of a single incident or a pattern of incidents. It can include physical, sexual, emotional, psychological, financial or economic abuse, coercive or controlling behaviour, threatening behaviour, stalking, harassment and other forms of abuse between individuals who are personally connected.

Domestic abuse can affect anyone regardless of age, disability, gender, gender identity, race, religion, culture, sexual orientation or socio-economic status. It can occur in intimate partner relationships, family relationships and other domestic settings.

Living in a home where domestic abuse occurs can have a significant impact on a child's physical and emotional wellbeing, development and sense of safety. Children who see, hear or experience the effects of domestic abuse are victims of domestic abuse in their own right and may suffer both immediate and long-term harm. Staff should therefore remain alert to indicators that a child, young person or adult at risk may be experiencing or witnessing domestic abuse.

When there are concerns that a student, family member or adult at risk may be affected by domestic abuse, staff must report their concerns to the Safeguarding Team without delay. Concerns will be considered within a safeguarding framework and appropriate support, intervention and referrals will be undertaken where required.

St Piers School and College participate in Operation Encompass, a partnership between police, education settings and safeguarding services. Through Operation Encompass, the Designated Safeguarding Lead (DSL) receives notifications from the police of domestic abuse incidents where a child attending the school or college may have been affected. This enables appropriate support to be put in place at the earliest opportunity.

Support and advice can also be accessed through specialist domestic abuse services. Additional information is available via local safeguarding procedures and referral pathways.

Forced Marriage

Forced marriage is a marriage where one or both individuals do not, or cannot, consent to the marriage and pressure, coercion or abuse is used to make them marry. Coercion may be physical, emotional, psychological, sexual or financial.

Forced marriage is a form of domestic abuse, child abuse and a serious abuse of human rights. Under the Anti-Social Behaviour, Crime and Policing Act 2014, it is a criminal offence to force someone to marry. Since 2023, it has also been a criminal offence to cause a child under the age

of 18 to marry, regardless of whether force or coercion is used.

Forced marriage is different from an arranged marriage, where families may take a leading role in introducing or arranging a match, but the individuals involved remain free to choose whether to enter the marriage.

Staff should be aware that they may have only one opportunity to speak with a potential victim. Any concerns relating to forced marriage must be treated as a safeguarding matter and reported immediately in accordance with safeguarding procedures. Staff must not approach family members or attempt to mediate in cases of suspected forced marriage.

So-called 'Honour'-based Abuse

So-called 'honour'-based abuse (HBA) is a form of abuse committed to protect or defend the perceived honour of a family, community or social group. It can involve physical, emotional, psychological, sexual or financial abuse, coercion, threats, forced marriage and other harmful practices.

Individuals may be at risk where they are perceived to have acted against family or cultural expectations, for example in relation to relationships, marriage, lifestyle choices, education or personal independence.

So-called 'honour'-based abuse is a violation of human rights and should always be treated as a safeguarding concern. Staff who have concerns that a child, young person or adult may be at risk must report this immediately to the Safeguarding Team. Information must not be shared with family members without advice from the DSL/DSO and/or relevant safeguarding agencies.

Radicalisation, Extremism & Terrorism

Under the Prevent Duty, established by the Counter-Terrorism and Security Act 2015, Young Epilepsy and St Piers School and College have a duty to have due regard to the need to prevent people from being drawn into terrorism

Radicalisation is the process by which a person comes to support extremist ideologies or terrorist activity. Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Children and young people may be vulnerable to radicalisation through a range of personal, social and environmental factors, both online and offline. Staff should remain alert to changes in behaviour, signs of social isolation, expressions of extremist views, or other indicators that may suggest a person is at risk.

Young Epilepsy and St Piers School and College are committed to protecting children and young people from all forms of extremism and radicalisation. Staff receive regular safeguarding and Prevent training and understand that radicalisation should be treated as a safeguarding concern.

Any concerns that a child or young person may be vulnerable to radicalisation or involvement in terrorism must be reported immediately to a DSL in accordance with safeguarding procedures. The

DSL will consider whether a referral to Prevent, Children's Social Care, the Police or another relevant agency is required.

Please refer to the Prevent Duty Guidance and Prevent Procedure for further information.

Modern Slavery

Modern slavery is the exploitation of an individual for personal or commercial gain and includes human trafficking, forced labour, domestic servitude, sexual exploitation and criminal exploitation.

Children, young people and adults at risk may be particularly vulnerable to modern slavery and exploitation. Staff should remain alert to indicators that an individual may be being controlled, coerced, exploited or trafficked.

Any concerns that an individual may be at risk of, or experiencing, modern slavery must be reported immediately in accordance with safeguarding procedures. Where appropriate, referrals will be made to Children's Social Care, Adult Social Care, the Police or other relevant agencies.

Ill Treatment or Wilful Neglect

Ill-treatment or wilful neglect occurs when a person deliberately, recklessly or knowingly fails to provide appropriate care, support or treatment, resulting in harm or the risk of harm.

The Mental Capacity Act 2005 makes it a criminal offence to ill-treat or wilfully neglect a person who lacks capacity. The Criminal Justice and Courts Act 2015 extended this offence to care workers and care providers who ill-treat or wilfully neglect individuals in their care, regardless of capacity.

Any concerns regarding ill-treatment or wilful neglect must be reported immediately in accordance with safeguarding procedures.

Faith and Spiritual Abuse

Faith and spiritual abuse occurs when a child, young person or adult at risk is harmed because of beliefs that they are possessed by spirits, witches, demons or other supernatural forces. This may result in physical, emotional, sexual abuse or neglect, including attempts to *cure* or *deliver* the individual.

We recognise that faith and spiritual abuse can affect individuals from any background, culture or faith.

Any concerns that an individual may be experiencing, or be at risk of, faith or spiritual abuse must be reported immediately in accordance with safeguarding procedures.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of a child and coerces, controls, manipulates or deceives them into criminal activity. This may include county lines drug trafficking, theft, violence, financial crime, or other criminal behaviour.

County lines is a form of criminal exploitation where organised criminal networks use children to transport, store and sell drugs or money, often using coercion, threats, violence, debt bondage or intimidation.

We recognise that children who are absent from education, socially isolated, vulnerable or experiencing difficulties may be at increased risk of criminal exploitation.

Any concerns that a child may be experiencing, or be at risk of, criminal exploitation must be reported immediately in accordance with safeguarding procedures. Where appropriate, referrals will be made to Children's Social Care, the Police or other relevant agencies.

Serious Violence

We recognise that some children and young people may be vulnerable to, or involved in, serious violence and criminal activity. Indicators may include persistent absence from education, changes in friendships or associations, a decline in engagement or wellbeing, self-harm, unexplained injuries, or the possession of unexplained gifts, money or other items.

These indicators do not necessarily mean that a child is experiencing abuse or exploitation; however, they should be considered alongside other safeguarding concerns and risk factors.

Any concerns that a child may be at risk of, or involved in, serious violence must be reported immediately in accordance with safeguarding procedures.

3. PROCEDURES

3.1 Reporting Concerns about a Student

See *Appendix 2*, Safeguarding Procedures Flowchart.

For St Piers School, College and Residential Services, safeguarding concerns relating to a student must be reported to a Designated Safeguarding Lead (DSL) in accordance with this procedure.

Staff working within Young Epilepsy's wider services should follow the safeguarding reporting procedures applicable to their service area and contact their Designated Safeguarding Officer (DSO) where appropriate.

When a safeguarding concern arises, staff must first ensure that the student is safe from any immediate harm and take reasonable steps to prevent further harm. The concern must then be reported to a DSL without delay. There is always a DSL available during the day within each service. Outside normal working hours during term time, Duty Managers and Night Duty Managers are available and are trained as DSLs.

Failure to report safeguarding concerns may constitute professional abuse or misconduct and may

result in disciplinary action.

The following concerns must always be reported to a DSL:

- Allegations against staff, family members or peers.
- Abuse by another adult with care and support needs.
- Bullying or cyberbullying.
- Child-on-child abuse, including physical, sexual or emotional abuse.
- Disclosures or suspicions of abuse, neglect or exploitation.
- Harm caused through the action or inaction of another person.
- Inappropriate sexualised behaviour, harmful sexual behaviour, sexual assault or sexual violence.
- Medication administration errors where there is a notable impact on the student or a pattern of concern.
- Missing students.
- Online safety concerns.
- Significant, unexplained or concerning injuries, including head and facial injuries.
- Death of a student.
- Any other safeguarding concern about a student's welfare or safety.

Safeguarding is about promoting welfare and preventing harm, whether intentional, unintentional or accidental.

The DSL will advise on any immediate actions required and will usually ask the reporting staff member to complete a written safeguarding record as soon as possible.

Information on how to raise a safeguarding concern is displayed throughout St Piers School and College and is available to students, families, visitors and staff.

Disclosures

Children, young people and adults at risk may not always disclose abuse directly. This can be particularly true for individuals with communication difficulties, learning disabilities or additional needs. Staff should therefore remain vigilant to physical, emotional, behavioural and communication indicators that may suggest a safeguarding concern.

Many students at St Piers School and College may be unable to communicate verbally or may communicate in alternative ways. Staff have a responsibility to recognise signs of possible abuse, neglect or exploitation and raise concerns on the student's behalf where necessary.

If a student makes a disclosure, staff should listen carefully, remain calm and give the student time to talk without interruption. Wherever possible, discussions should take place in a private and

appropriate setting. Staff should remember that a student may not recognise that what they are describing is abuse or understand the significance of what they are sharing.

Any disclosure or safeguarding concern must be reported immediately in accordance with safeguarding procedures.

If a student discloses abuse, neglect or exploitation, it is essential that staff respond calmly, sensitively and appropriately. The student should be given the opportunity to talk in their own way and at their own pace. Staff should listen carefully, take the disclosure seriously and ensure the student feels heard and supported.

DO:	DON'T:
• Listen carefully and remain calm. • Show empathy and take them seriously. • Use open questions only where clarification is needed. • Reassure them that they have done the right thing. • Explain that you will need to share the information with the Safeguarding Team to help keep them safe. • Give appropriate reassurance about what will happen next. • Consider and support any communication needs. • Record the disclosure accurately using their own words wherever possible.	• Promise confidentiality or agree to keep secrets. • Ask leading or investigative questions. • Express shock, disbelief or judgement. • Confront the person alleged to have caused the harm. • Discuss the disclosure with anyone who does not need to know.

Children, young people and adults at risk who disclose abuse, or who are identified as having experienced harm, will be supported to ensure their safety, wellbeing and involvement in decisions affecting them.

3.2 Writing Safeguarding Reports

Safeguarding reports form a critical part of the organisation's assessment, decision-making and risk management processes. All safeguarding concerns must be recorded on the appropriate reporting system as soon as possible and, wherever practicable, immediately after discussion with a DSL or DSO. Reports must be completed asap and within 24 hours of the concern being identified.

Safeguarding records may be shared with statutory agencies, regulators and other authorised professionals where appropriate and lawful to do so. In cases involving allegations against staff,

reports may form part of internal or external investigations and disciplinary processes.

The Head of Safeguarding and Quality Practice's *Top Tips for Report Writing* guidance, available on the intranet, should be followed when completing safeguarding records.

Safeguarding reports should:

- Clearly set out the date, time, location and circumstances of the concern.
- Record the full names and roles of those involved.
- Include the student's or individual's own words wherever possible.
- Record relevant observations, including presentation, behaviour and non-verbal communication.
- Detail any injuries, medical treatment or immediate actions taken.
- State whether the concern has been recorded elsewhere.
- Be factual, accurate and objective.
- Avoid assumptions, opinions, speculation or emotive language.

Where concerns are being managed through Young Epilepsy's wider services, reports should also include sufficient identifying information to support safeguarding decision-making and referrals, such as the individual's date of birth, address, contact details and any relevant information about parental responsibility, care arrangements or next of kin, where known.

If additional information becomes available after a report has been submitted, this should be recorded as an update rather than altering the original record.

3.3 Next Steps

After a concern has been reported, the DSL or DSO will be responsible for coordinating the next steps and determining any actions required. This may include gathering additional information, requesting witness accounts, consulting with other professionals, undertaking risk assessments and making referrals to external agencies.

For concerns relating to children, the DSL/DSO will consider the relevant local threshold guidance and determine whether Early Help, Family Help, Children's Social Care, the Police or another agency should be involved. They should be particularly alert to children who are persistently absent, missing from education, at risk of exclusion, affected by parental offending, or experiencing multiple vulnerabilities.

For concerns relating to adults at risk, the DSL or DSO will consider the nature of the concern and whether it should be managed internally, referred to Adult Social Care, the Police, the Local Authority, the Quality Assurance Team, or another relevant safeguarding agency.

Where appropriate and safe to do so, concerns will be discussed with the individual and/or their family before a referral is made. However, this will not occur where doing so may place someone at increased risk of harm, compromise a police investigation or otherwise be deemed to be contrary

to the individual's best interests.

Where concerns meet the threshold for statutory intervention, referrals will be made to Children's Social Care, Adult Social Care, the Police or other relevant agencies. Out-of-hours concerns will be referred to the relevant Emergency Duty Team where required.

Following assessment, statutory agencies may decide to:

- Undertake enquiries under Section 47 of the Children Act 1989.
- Undertake enquiries under Section 42 of the Care Act 2014.
- Request further information or action from Young Epilepsy or St Piers.
- Recommend an internal investigation or provider-led enquiry.
- Take no further action and provide advice or signposting.

Young Epilepsy and St Piers School and College may also have reporting responsibilities to regulators, commissioners, local authorities, the Department for Education, the Charity Commission, Ofsted, the Care Quality Commission (CQC) or other agencies. Where required, these notifications will be coordinated by the Lead DSL, DSO, Head of Safeguarding and Quality Practice or another appropriate senior leader.

Allegations about those who work with children or adults at risk

All staff have a responsibility to maintain professional boundaries and avoid placing themselves in situations that could be misinterpreted.

Any allegation, concern or information suggesting that a member of staff, volunteer, agency worker, contractor or other adult may have behaved in a way that has harmed, or may pose a risk of harm to, a child, young person or adult at risk must be reported immediately to a DSL.

The DSL/DSO will take any immediate action necessary to safeguard those involved and will consult with the Local Authority Designated Officer (LADO), Adult Social Care or other relevant agencies as required before further action is taken.

Where the concern relates to a senior leader, the matter must be reported to the Chief Executive Officer, Chair of Trustees, Chair of the Education Governing Body or another appropriate senior leader in accordance with the escalation process set out in this procedure.

We will manage allegations and concerns in accordance with statutory guidance, including *Keeping Children Safe in Education*, local safeguarding procedures and the organisation's Managing Allegations and Disciplinary Procedures.

Please also see Managing Allegations Procedure and Disciplinary Procedure for more information.

3.4 Code of Conduct

All staff, volunteers and regular contractors are provided with a copy of the Staff Code of Conduct as part of their induction and are required to confirm that they have read, understood and will comply with its requirements.

Agency, bank and temporary staff must read and agree to comply with the Code of Conduct before commencing work at St Piers School and College or Young Epilepsy.

The Code of Conduct forms part of the organisation's wider safeguarding arrangements and sets out the professional standards and behaviours expected of all adults working with children, young people and adults at risk.

3.4 Recruitment and Human Resources Procedures

Vetting

We are committed to safer recruitment and robust vetting processes to protect children, young people and adults at risk from harm.

All recruitment, vetting and selection processes are carried out in accordance with the organisation's Recruitment and Vetting Procedures, *Keeping Children Safe in Education (2026)* and other relevant statutory guidance. This includes appropriate pre-employment checks, identity verification, qualification checks, references, right to work checks and Disclosure and Barring Service (DBS) checks where required.

These arrangements apply to employees, agency and supply staff, volunteers, contractors and others working on behalf of the organisation. Records of required recruitment and vetting checks are maintained by the Human Resources Department in accordance with statutory requirements.

Further information can be found in the Recruitment and Vetting Procedures.

Staff subject to Section 47 Enquiry external to St Piers School and College

Staff must inform Human Resources and the Head of Safeguarding and Quality Practice/Lead DSL if they become subject to a Section 47 Child Protection Enquiry, have a child subject to a Child Protection Plan, or become involved in an Adult Safeguarding Enquiry where this may have implications for their role.

Where such concerns arise, an appropriate risk assessment will be undertaken to determine whether any support, safeguards or temporary adjustments are required. This may include consideration of alternative duties or, in exceptional circumstances, suspension where this is necessary to protect children, young people, adults at risk, staff or the integrity of an investigation.

All information will be managed sensitively and confidentially, with disclosure limited to those who need to know.

Further information can be found in the Recruitment and Vetting Procedures.

Referral to DBS

We have a legal duty to make a referral to the Disclosure and Barring Service (DBS) where the relevant threshold is met. This includes circumstances where a member of staff, volunteer or contractor has harmed, or posed a risk of harm to, a child, young person or adult at risk and has been removed from regulated activity or would have been removed had they not left their role.

DBS referrals will be coordinated by the Head of Safeguarding and Quality Practice/Lead DSL in

consultation with the relevant head of service and HR. Referrals to professional regulators will also be made where required.

Retention of documents relating to safeguarding concerns

Records will be retained in accordance with current Information and Records Management Society (IRMS) guidance an organisational retention schedules.

In particular:

- Records relating to child sexual abuse concerns will be retained in line with national guidance and statutory requirements.
- Safeguarding records relating to children who have lived in residential care will normally be retained until the individual's 75th birthday.
- Safeguarding records relating to adults who lack capacity will normally be retained until the individual's 75th birthday.
- Other safeguarding records will be retained in accordance with the organisation's retention schedule and information governance requirements.

Records will only be securely destroyed once the relevant retention period has expired and destruction has been appropriately authorised and recorded.

For advice on the retention, storage or disposal of safeguarding records, staff should contact the Information Governance Manager.

3.6 Children on Child Protection Plans

St Piers School must be informed when a child is subject to a Child Protection Plan. This information will be recorded securely and shared only with those staff who need to know in order to safeguard and support the child.

Where staff become aware that a child is subject to a Child Protection Plan, they must notify the Lead DSL and the relevant service lead without delay.

The DSL will ensure that appropriate safeguarding arrangements are in place, maintain liaison with the allocated social worker and participate in relevant multi-agency meetings and planning.

Any unexplained absence involving a child who is subject to a Child Protection Plan must be reported immediately to the DSL. The DSL will ensure that the child's allocated social worker is informed and that appropriate safeguarding action is taken.

Information relating to Child Protection Plans will be managed in accordance with information governance and confidentiality requirements.

3.7 Children who are Looked After/Previously Looked After

Children who are looked after (CLA) and previously looked after are recognised as being at increased risk of abuse, neglect, exploitation, poor mental health and adverse educational

outcomes. We are committed to promoting their safety, wellbeing and educational achievement.

The organisation will ensure that staff understand the specific vulnerabilities and safeguarding needs of looked after and previously looked after children and that appropriate support is provided.

A designated teacher has responsibility for promoting the educational achievement of looked after and previously looked after children, ensuring that their needs are understood and that appropriate support and advocacy are in place. The designated teacher will work closely with the Safeguarding Team, local authorities, carers, parents and other professionals to support positive outcomes for these students.

Where a child is looked after, staff must be aware of any legal arrangements, care plans, delegated authority arrangements and restrictions on information sharing, and work in partnership with the child's social worker and other relevant professionals.

3.8 Children Subject to Care Orders

Where a child is subject to a Care Order, it is essential that staff understand who holds parental responsibility and any restrictions, conditions or delegated authority arrangements relating to decision-making, contact and information sharing.

Relevant information must be clearly recorded and accessible to those who need it to safeguard and support the child appropriately. Staff must ensure they comply with any legal restrictions or court directions and work closely with the child's social worker and other relevant professionals.

Any uncertainty regarding parental responsibility, information sharing, contact arrangements or the implications of a Care Order should be discussed with the Safeguarding Team or the Head of Service without delay.

3.9 Private Fostering

A private fostering arrangement occurs when a child under the age of 16 (or under 18 if they are disabled) is cared for by someone who is not their parent, step-parent, grandparent, sibling, aunt, uncle or legal guardian for 28 days or more.

While most private fostering arrangements are appropriate and safe, privately fostered children can be particularly vulnerable and may be at increased risk of abuse, neglect, exploitation or trafficking.

Staff should remain alert to signs that a child may be living in a private fostering arrangement. Any concerns must be reported immediately to a DSL. The DSL will make enquiries as appropriate and notify Children's Social Care where required.

Further guidance can be obtained from the Safeguarding Team.

3.10 Employee Protection

We are committed to maintaining a culture of openness, transparency and accountability. Safer working practices and adherence to policies help protect both students and staff. Concerns about

staff conduct or practice will be managed sensitively, confidentially and in accordance with data protection requirements, with records stored securely.

All staff have a responsibility to raise concerns about the welfare, safety or wellbeing of students and about the conduct, practice or behaviour of adults working on behalf of the organisation where this may pose a safeguarding risk.

Staff are made aware of the Whistleblowing and Confidential Disclosures Procedure, safeguarding reporting routes, low-level concerns process and Managing Allegations Procedure through induction and ongoing safeguarding training

No member of staff should suffer any detriment for raising a genuine concern in good faith.

Further information can be found in the Employee Protection, Whistleblowing and Confidential Disclosures Procedure and the Managing Allegations Procedure, which all staff are encouraged to read and understand.

3.11 Support: Support for Students, Patients, Service Users, Families and Staff

Students, Patients and Service Users: Children, young people and adults supported by St Piers School and College and Young Epilepsy's wider services are encouraged and supported to share any worries, concerns or complaints. They are helped to understand who they can talk to if they are worried about themselves or someone else. Information about support services, including Childline, advocacy services and relevant regulators, is displayed across services and reinforced through keywork sessions, tutorials, consultations, meetings and day-to-day interactions with trusted professionals.

Where a student, patient or service user is involved in a safeguarding enquiry or investigation, support will be planned and provided in line with their individual needs, communication preferences and capacity. Children's Services, Adult Social Care, the Police and other relevant agencies will advise regarding appropriate support arrangements. Independent advocacy may be provided where appropriate.

Following a safeguarding concern or investigation, ongoing support will be considered for all individuals involved, including those who have experienced harm, those who have witnessed incidents and those whose behaviour has been of concern. Support may be provided through education, residential, healthcare, therapeutic, pastoral and community services, according to individual need.

Family: Summary information about safeguarding arrangements at St Piers School and College is available in the prospectuses and on the St Piers School and College website. Parents, carers and families can access the Child and Adult Protection and Safeguarding Policy and Procedures online. Safeguarding reporting routes for Young Epilepsy's wider services are also published on the Young Epilepsy website. Children's Services, Adult Social Care and other relevant agencies will advise on appropriate support for families, patients and service users involved in safeguarding enquiries, investigations or protection plans.

Staff: We recognise that staff who become involved with a child, young person, patient, service user or adult at risk who has experienced, or may be at risk of, harm may find the situation stressful and upsetting. Raising safeguarding concerns can also be a difficult experience for staff. The Safeguarding Team will provide advice, guidance and opportunities to discuss concerns and seek further support where required.

Support may be provided through safeguarding clinics, supervision arrangements and other support sessions. Supervision is an important mechanism for enabling staff to reflect on their work, discuss concerns relating to the children, young people, patients and service users they support, and consider any safeguarding issues. Children's Services, Adult Social Care and other relevant agencies may also provide support to DSLs, DSOs and other staff involved in safeguarding enquiries.

Staff can also utilise the ***Employee Assistance Programme*** for advice and support.

4. Related Information

4.1 Related Policies and Procedures

(These documents can be found on the Intranet.)

- Anti-bullying Guidelines
- Code of Conduct
- Comments, Compliments, and Complaints Procedure
- Consent Procedure
- Disciplinary Procedure
- Employee Protection Procedure
- Health and Safety Policy and Arrangements
- Inclusivity, Equality and Diversity Policy
- Low Level Concerns Procedure
- Managing Allegations Procedure
- Medication Policy and Procedures
- Missing Student Procedure
- Online Safety Policy and Procedure
- Personal and Intimate Care Guidelines
- Positive Behaviour Strategy
- Recruitment Policy and Procedure

- Relationships and Sexual Education and Wellbeing Policy and Procedure
- Responding to Harmful Sexual Behaviour, Sexual Harassment and Violence.
- Signs of Abuse Guidelines
- Vetting Procedure
- Visitors Procedure
- Whistle-blowing Procedure

Monitoring

This Procedure will be reviewed annually by the Trust Board, along with the Child and Adult Protection and Safeguarding Policy Statement, with advice from the Safeguarding Team.

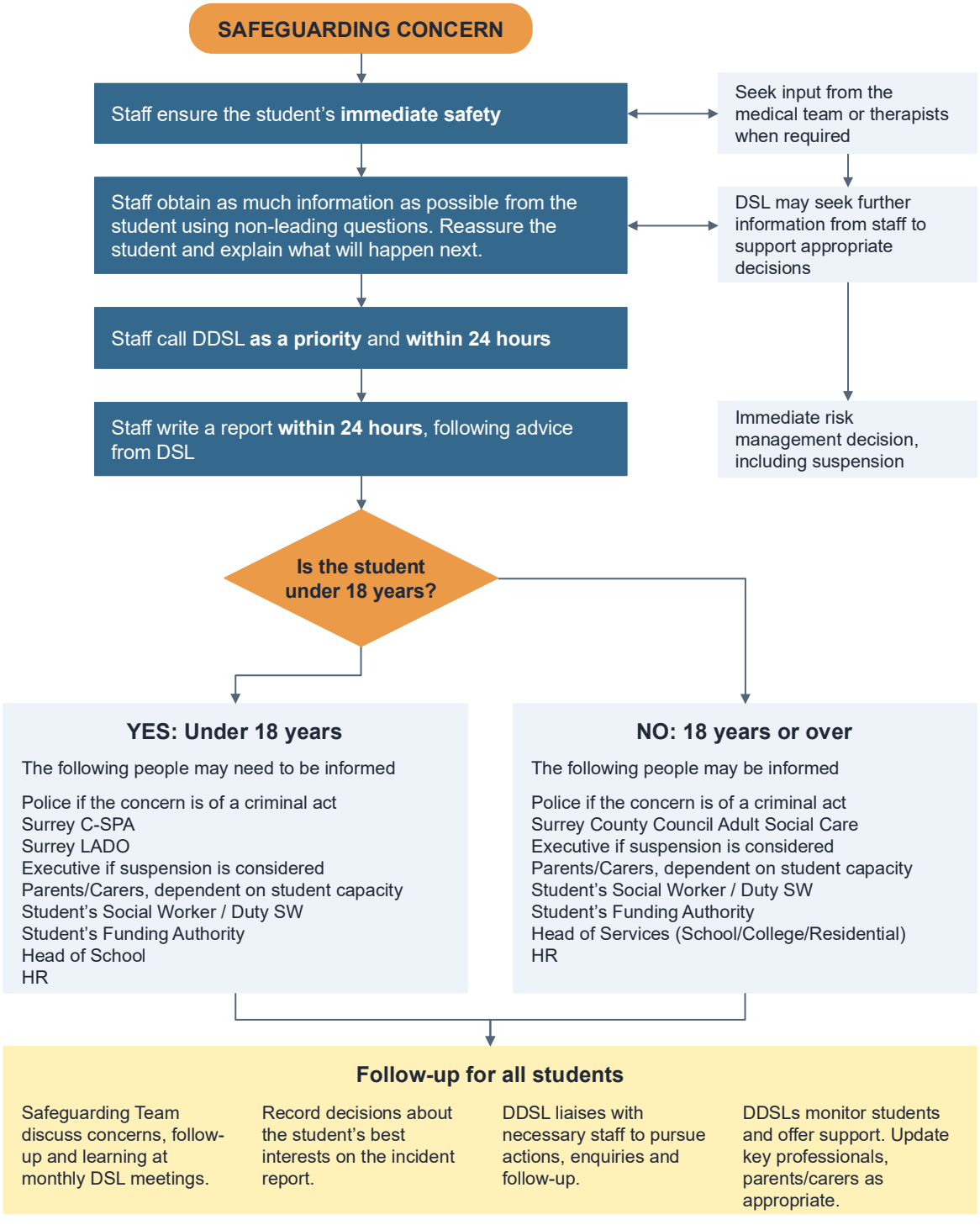
Staff will also be asked to evaluate the effectiveness of the procedures whenever they have had occasion to put them into practice as part of their Refresher Safeguarding Training.

This Procedure is agreed by the Trust Board and will be implemented by all departments.	
Signed:	**Date:**
Chief Executive  **Jane Beaven, Chief Executive**	**01 September 2026**
Chair of Trustee Board Markus Ruetimann **Chair of Trustee Board:** **Markus Ruetimann**	**01 September 2026**
Date of next review:	**31 August 2027**

Version table			
Approved by: Chief Executive Officer			
Version no.	**Date of changes**	**Reasons for change**	**Changes made by**
1	22 Aug 2023	KCSIE updates - 2023	Gill Walters
2	Feb 2024	Governor/Trustee/Lead Executive roles updated. Internal escalation procedure and flow chart updated.	Gill Walters
3	August 2024	KCSIE- updates 2024 General review	Gill Walters
4	August 2025	KCSIE- updates 2025 ASD (Autistic Spectrum Disorder – changed to autism) Amends to online abuse and attendance.	Gill Walters

5.	December 2025	Link to YE safeguarding procedure and addition of DSO terminology.	Gill Walters
6.	March 2026	Working Together updated to 2026	Gill Walters
7.	May 2026	Update to Executive Principal & Safeguarding Governor	Gill Walters
8.	Sept 2026	Annual review - General updates and consistency review throughout. Updated in line with KCSIE 2026 and Working Together 2026. Strengthened safeguarding governance, leadership, escalation and information-sharing arrangements. Added DSO responsibilities, confidential reporting routes, domestic abuse/Operation Encompass, self-neglect, adult-on-adult abuse, Duty of Candour and Family Help references. Removed references to Surrey MASH	Gill Walters

Appendix 1: St Piers School and College's Safeguarding Procedures Flowchart



Appendix 2 – St Piers Escalation to Trust Board and EGB

