Beyond
SCHOOLS TRUST

Safeguarding & Child Protection Model School Policy – Kent

September 2025

Template Child Protection Policy for Schools and Colleges 2025-26

Published July 2025

based on DfE 'Keeping Children Safe in Education' 2025

Suitable for use from 1ˢᵗ September 2025

Please note additional updates may be made to KCSIE 2025; DSLs and leaders will need to keep policies under review

KENT LADO EDUCATION SAFEGUARDING ADVISORY SERVICE

Kent County Council
kent.gov.uk

KEEPING CHILDREN SAFE IN THE CHILDREN'S WORKFORCE

Using the Child Protection Policy Template: Guidance Notes

'[Keeping Children Safe in Education'](#) (KCSIE) states that individual schools and colleges should have '*an effective child protection policy*' which
- reflects the approach to child-on-child abuse.
- reflects the school/college reporting systems.
- describes procedures which are in accordance with government guidance.
- refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.
- includes policies as reflected elsewhere in Part two, such as online safety and special educational needs and disabilities (SEND).
- is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- is available publicly, either via the school/college website or by other means.

This template will help education leaders in schools and colleges ensure their child protection policies and procedures are in line with statutory requirements. Leaders and Designated Safeguarding Leads (DSLs) will need to adapt this template to include local contextual information for their setting, including but not limited to, named points of contact, as well as their organisations specific procedures and expectations. Decisions and details will vary between settings, so this template should be considered as a starting framework only; it will not be appropriate to adopt the template in its entirety and any irrelevant content should be removed.

- **Blue font** indicates that the school/college should insert relevant information.
- **Red font** highlights suggestions to assist DSLs/leaders in amending sample statements and ensuring content is appropriate. These are guidance notes only and **should not** be left in final policies.

A child protection policy is a working document and should be kept under regular review to ensure it reflects emerging safeguarding issues, including lessons learnt. Settings may wish to publish a working draft whilst awaiting ratification from the governing board. Minor updates, for example, new phone numbers, names of new DSLs, should be made without delay.

Updated content for 2025-26

The content for 2025-26 was initially published in July 2025. Where possible, new, moved and updated content for 2025-26 is highlighted in yellow.

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The Kent County Council LADO Education Safeguarding Advisory Service makes every effort to ensure that the information in our templates is accurate and up to date, however, ultimate responsibility for ensuring their individual policies are appropriate remains the responsibility of the school/college leadership team. If errors are brought to our attention, we will correct them as soon as practicable.

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School/College Logo

<School/College Name>
Child Protection Policy

**This is a core policy that forms part of the induction for <u>all</u> staff.
It is a requirement that all members of staff have access to this policy and sign to say they have read <u>and</u> understood its contents.**

Date written: Month, Year
Date of last update: Month, Year
Date agreed and ratified by Governing body/Management committee: Month, Year
Date of next full review: Month, Year

This policy will be reviewed <u>at least</u> annually and/or following any lessons learnt and/or updates to national or local guidance and procedures.

Key Contacts Amend as appropriate

	Name	School/College contact information For example, school/college email/phone number
Designated Safeguarding Lead (DSL)		
Deputy Designated Safeguarding Lead(s)		
Headteacher or equivalent		
Safeguarding Governor or equivalent		
Other key staff For example, Trust Safeguarding Lead		

Contents

What to do if you have a welfare concern in Name of School

Why are you concerned?

For example,
- Something a child has said, for example, an allegation of harm
- Child's appearance; may include frequent or unexplained injuries/ marks/bruises and/or dress
- Behaviour change(s)
- Witnessed concerning, harmful or inappropriate behaviour

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Act immediately and record your concerns: If urgent, speak to a DSL first

Follow the school/college procedure (insert/amend details)
- Reassure the child
- Clarify any concerns using open questions, if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
- Record facts and not opinions and use child's own words. Sign and date your record
- Seek support for yourself as required from DSL

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Inform the school/college Designated Safeguarding Lead(s) (Name, contact information)

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- If a child is at risk of immediate harm and/or is unsafe to go home, make an urgent Request for Support to the Front Door Service via the portal or call the Police on 999.
- If no immediate risk of harm, provide internal support and/or refer to other agencies in line with Kent Safeguarding Support Level Guidance and KSCMP procedures, as appropriate. For example, signposting to community services and/or early help open access, a non-urgent call to the Police via 101, reporting allegations against staff to the County LADO Service, or make a Request for Support via the Front Door Service Portal.
- If the school/college believes a child may be in need of support but are unclear whether to refer, a no-named consultation can be sought from the Front Door Service via **03000 411 111**
- If support is required out of working hours, the school/college will contact the Out of Hours Service via **03000 41 91 91**.

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If you are unhappy with the response:

DSLs/Staff:
- Follow school/college whistleblowing procedures (link or information on how to access)
- Follow Kent safeguarding partnership escalation procedures.

Pupils/Students or Parents:
- Follow school/college complaints procedures (link or information on how to access)

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Record decision making and action taken in the pupil/student's child protection file

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Monitor

Be clear about:
- What you are monitoring, for example, behaviour trends, appearance.
- How long you will monitor
- Where, how and to whom you will feedback, and how you will record

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Review and **request further support** if necessary.

At all stages, the child's circumstances will be kept under review
The DSL/staff will request further support if required to ensure the **child's safety** is **paramount**

1.   Child Focused Approach to Safeguarding

1.1 Introduction

- [Name of School/College] recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and pupils/students) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

- [Name of School/College] believe that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

- Staff working with children at [name of school/college] will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community' has a safeguarding concern about any child or adult, they should act and act immediately.

- This policy applies where there are any child protection concerns regarding children who attend the school/college but may also apply to other children connected to the school/college, for example, siblings, younger members of staff (under 18) or children on student/work placements.

- [Name of School/College] recognises the importance of providing an ethos and environment within school/college that will help children to be safe and to feel safe. In our school/college children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

- [Name of School/College] recognises the need for a trauma-informed approach to safeguarding, considering the root causes and possible underlying trauma behind children's behaviour.

- Our core safeguarding principles are:
    - **Prevention**: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
    - **Protection**: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
    - **Support**: adopt a child centred approach and provide support for all pupils/students, parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.
    - **Collaboration:** with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within 'Keeping Children Safe in Education' 2025.

1.2 Policy context

- This policy is implemented in accordance with our compliance with the current statutory guidance from the Department for Education 'Keeping Children Safe in Education' (KCSIE), which requires individual schools and colleges to have an effective child protection policy.

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to:
    - Keeping Children Safe in Education (KCSIE)
    - Working Together to Safeguard Children (WTSC)
    - Early Years and Foundation Stage Framework (EYFS) **Not relevant to all settings - remove if not applicable.**
    - Ofsted: Education Inspection Framework
    - Framework for the Assessment of Children in Need and their Families, 2000
    - Kent and Medway Safeguarding Children Procedures
    - The Education Act 2002
    - Education and Inspections Act 2006 **Not relevant to all settings - remove if not applicable.**
    - The Education (Independent School Standards) Regulations 2014
    - The Non-Maintained Special Schools (England) Regulations 2015
    - The Human Rights Act 1998
    - The Equality Act 2010 (including the Public Sector Equality Duty)
    - The National Minimum Standards for Boarding Schools **Not relevant to all settings - remove if not applicable.**
    - The National Minimum Standards for Residential Special Schools **Not relevant to all settings - remove if not applicable.**

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- [Name of School/College] will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.

1.3 Definition of safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - providing help and support to meet the needs of children as soon as problems emerge
    - protecting children from maltreatment, whether that is within or outside the home, including online
    - preventing impairment of children's mental and physical health or development
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
    - promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
    - taking action to enable all children to have the best outcomes.

- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

- The school/college acknowledges that safeguarding includes a wide range of specific issues including, but not limited to:
    - Abuse and neglect
    - Bullying, including cyberbullying
    - Child-on-child abuse
    - Children with family members in prison
    - Children who are absent or missing from education
    - Child missing from home or care

- o Child Sexual Exploitation (CSE)
- o Child Criminal Exploitation (CCE)
- o Contextual safeguarding (risks outside the family home)
- o County lines and gangs
- o Domestic abuse
- o Drugs and alcohol misuse
- o Fabricated or induced illness
- o Faith abuse
- o Gender based abuse and violence against women and girls
- o Hate
- o Homelessness
- o Human trafficking and modern slavery
- o Mental health
- o Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or "Sexting"
- o Online safety
- o Preventing radicalisation and extremism
- o Private fostering
- o Relationship abuse
- o Serious violence
- o Sexual violence and sexual harassment
- o So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- o 'Upskirting'

(Also see Part one and Annex B within 'Keeping Children Safe in Education')

1.4 Related safeguarding policies

Schools/colleges need to amend this information to reflect their individual context and policy approach; specific policy decisions and requirements may vary, and information may be included within other policies or under different names.

- This policy is one of a series in the school/college integrated safeguarding portfolio and should be read and actioned in conjunction with the policies listed below:
    - o Anti-bullying
    - o Attendance
    - o Behaviour, including behaviour management and use of physical intervention **We recommend headteachers access the DfE 'Behaviour in Schools Advice for headteachers and school staff' and 'Searching, screening and confiscation in schools' guidance.**
    - o Complaints
    - o Confidentiality
    - o Data protection and information sharing
    - o Emergency procedures, such as evacuations and lockdowns
    - o Health and safety
    - o First aid and accidents, including medication and managing illness, safer eating and allergies, health and safety, and infection
    - o Image use
    - o Managing allegations against staff
    - o Mobile and smart technology **Headteachers may wish to access the DfE 'Mobile Phones in Schools guidance.**
    - o Online safety **If not addressed in the child protection policy.**
    - o Use of Generative Artificial Intelligence (AI)
    - o Personal and intimate care

- o Relationship, Sex and Health Education (RSHE) **Please note, the DfE is aiming to publish revised guidance on Relationships, Sex, and Health Education, which may require schools/colleges to review policy content again.**
- o <mark>Risk assessments, such as school trips, use of technology</mark>
- o Safer recruitment
- o Searching, screening and confiscation **If not addressed in the behaviour policy.**
- o Social media
- o Staff behaviour policy/code of conduct, including Acceptable Use of Technology Policies (AUP)
- o Whistleblowing

Supporting Guidance (to be read and followed alongside this document) Amend as appropriate.

- o Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium
- o What to do if you are worried a child is being abused
- o Early Years Foundation Stage (EYFS) Statutory Framework: The Safeguarding and Welfare Requirements **(if appropriate)**

- These documents can be found in / at: list locations e.g., staff room, shared area of network, intranet.

We suggest that all associated safeguarding documents are kept together in one accessible file/place – several copies of which may be available throughout the school/college as appropriate, for example, electronically, and hard copies in the office, staff room, reception areas.

1.5 Policy compliance, monitoring and review

- [Name of School/College] will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and/or Annex A of KCSIE as appropriate. Insert where this can be found, for example, the staff room, school intranet, school website. **Amend as appropriate. Annex A is a condensed version of Part one of KCSIE which can be provided instead of Part one to those staff who do not directly work with children, if the governing body/proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.**

- Parents/carers can obtain a copy of the school/college Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school/college website: (Insert link here).

- The policy forms part of our school/college development plan and will be reviewed annually by the governing body/proprietor/leadership who has responsibility for oversight of safeguarding and child protection systems.

- The Designated Safeguarding Lead (DSL) and headteacher/principal will ensure regular reporting on safeguarding activity and systems to the governing body/proprietor/leadership. The governing body/proprietor/leadership will not receive details of individual pupil/student situations or identifying features of families as part of their oversight responsibility.

2.   Key Responsibilities

2.1 Governance and leadership

- The governing body/proprietor and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body/proprietor have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

- The governing body/proprietor will facilitate a whole school/college approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

- The governing body/proprietor are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).
  - This includes but is not limited to safeguarding all members of the school community (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
  - For further information about our approaches to equality, diversity, and inclusion, please access our schools' policies/website. **Amend and add links as appropriate. Additional support for education settings regarding equality, diversity and inclusion is available via the Education People EDIT team**.

- The governing body/proprietor and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

- The headteacher/principal will ensure that our child protection and safeguarding policies and procedures adopted by the governing body/proprietor, are understood, and followed by all staff.

- The governing body/proprietor will ensure an appropriate senior member of staff, from the school/college leadership team, is appointed to the role of designated safeguarding lead. The governing body/proprietor and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

- The school/college has a nominated governor **(or equivalent)** for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school/college has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

2.2 Designated Safeguarding Lead (DSL)

- The school/college has appointed (name, role), a member of the senior leadership team, to act as our Designated Safeguarding Lead (DSL).

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in school/college. **DSLs should ensure they have sufficient understanding of the filtering and monitoring systems in place – see section 6 for further information/advice.**

- The school/college has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence:
  - o Name, role of deputies

- Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- The DSL (and any deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.

- It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE. This includes but is not limited to:
  - o Acting as the central contact point for all staff to discuss any safeguarding concerns.
  - o Maintaining a confidential recording system for safeguarding and child protection concerns.
  - o Coordinating safeguarding action for individual children.
    - ▪ When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
  - o Liaising with other agencies and professionals in line with KCSIE and WTSC.
  - o Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary. **Amend this statement if the school/college context means working with or following procedures from other Local Safeguarding Children Partnerships (LCSPs).**
  - o Representing, or ensure the school/college is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
  - o Managing and monitoring the school/college role in any multi-agency plan for a child.
  - o Being available during term time (during school/college hours) for staff in the school/college to discuss any safeguarding concerns.
  - o Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
  - o Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
  - o Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school/college leadership staff.
  - o Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
  - o Liaising with the headteacher/principal to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated at least annually through a variety of methods at regular intervals.

2.3 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

- All members of staff have a responsibility to:
    - provide a safe environment in which children can learn.
    - be alert to any issues of concern in a child's life at home or elsewhere.
    - be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
    - know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact this can have upon a child.
    - be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
    - be prepared to identify children who may benefit from early help and understand the early help process and their role in it.
    - understand the school/college safeguarding policies and systems.
    - undertake and engage in regular and appropriate training which is regularly updated.
    - be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
    - know how to maintain an appropriate level of confidentiality.
    - reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
    - act in line with our staff code of conduct/behaviour policy
    - act in line with the Teachers' Standards which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- Staff at [Name of School/College] recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

- Staff at [Name of School/College] will determine how best to build trusted relationships with children and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our staff behaviour and pupil/student behaviour policies.

2.4 Children

- Children have a right to:
    - Feel safe, be listened to, and have their wishes and feelings taken into account.
    - Confidently report abuse, neglect or exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
    - Contribute to the development of school/college safeguarding policies.
    - Receive help from a trusted adult.
    - Learn how to keep themselves safe, including online.

2.5 Parents and carers

- Parents/carers have a responsibility to:
    - Understand and adhere to the relevant school/college policies and procedures.
    - Talk to their children about safeguarding issues and support the school/college in their safeguarding approaches.

- o Identify behaviours which could indicate that their child is at risk of harm, including online.
- o Seek help and support from the school/college or other agencies.

3. Child Protection Procedures

3.1 Recognising indicators of abuse, neglect and exploitation

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

- All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. This is outlined locally within the Kent Support Levels Guidance.

- [Name of School/College] recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
  - o Physical abuse
  - o Sexual abuse
  - o Emotional abuse
  - o Neglect

- By understanding the indicators of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- All members of staff are expected to be aware of and follow the 'What to do if you are worried a child is being abused' guidance if they are concerned about a child:
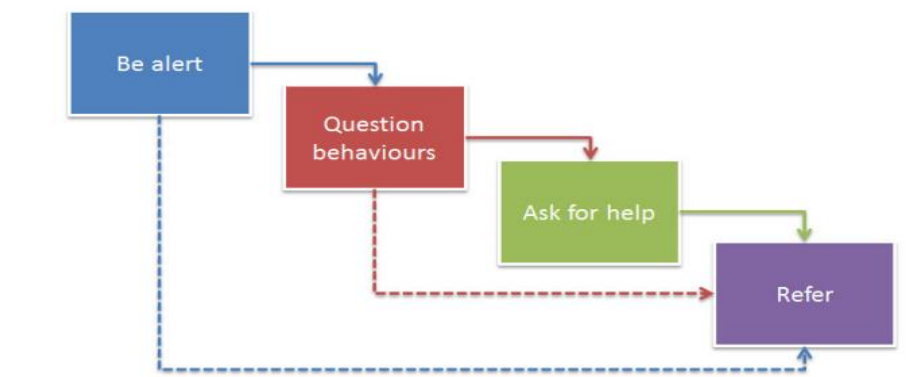
'What to do if you are worried a child is being abused'

- [Name of School/College] recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a child is being harmed, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

- [Name of School/College] recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

- Parental behaviors can indicate child abuse, neglect or exploitation; staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Children may report abuse, neglect or exploitation happening to themselves, their peers, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the School/College. Children can be at risk of abuse, neglect or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

- [Name of School/College] recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse or exploitation online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

- [Name of School/College] recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

- Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school/college behaviour policy and/or 'Searching, Screening and Confiscation' policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance. **Amend as appropriate to school/college policy requirements and decisions; we recommend headteachers and DSLs read the DfE guidance in full.**
  - The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil/student was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the pupil/student who has been searched to assess the incident against any potential wider safeguarding concerns.
  - Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Responding to child protection concerns

- If staff are concerned about the safety or welfare of a child, they are expected to: **Amend as appropriate to school/college policy decisions.**
  - listen carefully to child, reflecting back the concern.
  - use the child's language.
  - be non-judgmental.
  - avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).
  - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
  - be clear about boundaries and how the report will be progressed.

- o record the concern using the facts as the child presents them, in line with school/college record keeping requirements.
  - o inform the DSL (or deputy), as soon as practically possible.

- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional, will act and share information that might be critical in keeping children safe.

If the school/college context means working with or following procedures from other LSCPs, the following points will need to be amended to capture the relevant links/contact information etc.

- [Name of School/College] will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
  - o The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk

- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS) and are accessed via the 'Front Door Service'/Kent Children's Services Portal.

- 'Early help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners, including education providers, working together and taking collective responsibility to provide the right provision in their area.
  - o If early help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
  - o Where Intensive Support Early Help (provided by ICS, outlined in the KSCMP support levels guidance) is considered to be appropriate, the DSL (or deputy) will make a 'request for support' via the Kent Children's Services Portal.
  - o Staff, including the DSL, may be required to work with other agencies and professionals in an early help assessment.
  - o The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.

- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent Integrated Children's Services (via the portal) and/or the police, in line with the Kent Support Level Guidance and KSCMP procedures.
  - o [Name of School/College] recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making**.**
  - o If they believe a child may be in need of support but are unclear whether a Request for Support should be submitted, the DSL may seek advice or guidance from a social worker via the Front Door Service before deciding next steps.

- The DSL, or a deputy DSL in the absence of the DSL will have <mark>overall</mark> responsibility for making referrals. However, all staff are made aware of the local process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff.
  - Staff will speak to a member of the school/college senior leadership team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for contact information, see flowchart on page x.
  - In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.

- In the event of a request for support to the Front Door Service being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will always be informed in the case of a request for support being submitted by the school/college, unless there is a valid reason not to do so, for example, if informing them may put a child at risk of harm or could undermine a criminal investigation.

- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the Kent Escalation and Professional Challenge Policy to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- DSLs and staff will be mindful of the need for the school/college to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school/college where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network.

3.3 <mark>Child Protection Records</mark>

Schools/colleges should amend this section to reflect their own local processes, for example, whether they use an electronic system or paper concern forms.

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school/college safeguarding incident/concern form/system and passed without delay to the DSL.

- Incident/Welfare concern forms are recorded/kept **include details of locations where concern forms are kept in school, for example, in the staff room, school office, shared area on staff network/intranet, or include specific electronic recording system details.**

- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries to a child have been observed.

- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

- Our child protection records will include a clear and comprehensive summary of any concerns, details of concerns which were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.

- Child protection records are kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school/college. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

3.4 Transferring Child Protection Files

- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school/college, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

- Where the school/college receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

- Where a pupil/student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil/student, and if so, if the files have been sent.

3.5 Multi-agency working

- [Name of School/College] recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'. **Amend or add to this statement if school/college context means working with or following procedures from other LSCPs.**

- The School/College leadership team, governing body/proprietor and DSL(s) will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, social workers, early help workers, health professionals (such as paediatricians, health visitors, mental health services and speech and language therapists), specialist teachers, education psychologists, other schools/settings where children attend more than one setting/provision and police.

- [Name of School/College] recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings. **Amend or add to this statement if school/college context means working with or following procedures from other LSCPs.**

- The School/College will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

- The headteacher/principal and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school/college 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance. **Headteachers and DSLs should access the DfE 'Searching, screening and confiscation at school' guidance.**

3.6 Confidentiality and information sharing

- [Name of School/College] recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE and WTSC.

- [Name of School/College] has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements. **List details of DPO here.**

- All staff are made aware of the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures both confidentiality and safeguarding.
  - [Name of school/college] will ensure staff are aware of our confidentiality policy (link) and will ensure there is an area where staff may talk to parents and/or carers confidentially.
  - All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.
  - Staff are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
  - The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on schools/colleges and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
  - All staff will be provided with training and information to ensure they understand the relevant data protection principles which allow them to share and/or withhold personal information. Detail how this is provided here or signpost to where this information is held, e.g. Information governance policies
  - KCSIE, the Information Commissioner's Office (ICO), DfE Data Protection in schools guidance and DfE 'Information sharing advice for safeguarding practitioners guidance provides further details regarding information sharing principles and expectations. List location if this is kept elsewhere, for example, in the staff room, office, shared area on staff network/intranet.

- The headteacher/principal and DSL will disclose relevant safeguarding information about a pupil/student with staff on a 'need to know' basis.

3.7 Complaints

- All members of the school/college community should feel able to raise or report any concerns about children's safety or potential failures in the school/college safeguarding regime. The school/college has a complaints procedure available to parents, pupils/students and members of staff and visitors who wish to report concerns or complaints. This can be found in the staff room/office/ website.

- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children and adults who have experienced abuse in education can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
    - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- The leadership team at [Name of School/College] will take all concerns and whistleblowing reports seriously, and all complaints will be considered and responded to in line with the relevant and appropriate process.
    - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

- [Name of School/College] is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part one, DSLs, school/college leaders and staff who work directly with children will read Annex B of KCSIE which contains important additional information about the following specific forms of abuse and safeguarding issues.

- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Child-on-child abuse

- All members of staff at [name of school/college] recognise that children can abuse other children; this is known as child-on-child abuse and can happen both inside and outside of school/college and online.

- [Name of School/College] recognises that child-on-child abuse can take many forms, including but not limited to:
    - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - Sexual violence and sexual harassment
    - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
    - Initiation/hazing type violence and rituals

- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE (in particular, part two and five).

- [Name of School/College] adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

- [Name of School/College] recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place, and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.

- To minimise the risk of child-on-child abuse, [Name of School/College] will:
  - **The specific approaches will vary according to your local context; however, we suggest school/colleges list the proactive approaches taken here. This could include implementing a robust anti-bullying policy, providing an age/ability appropriate PSHE and RSE curriculum, providing a range of reporting mechanisms, for example, worry boxes, dedicated reporting emails monitored by DSLs, online report forms.**

- [Name of school/college] want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school/college policies, including child protection, anti-bullying, and behaviour. Pupils/students who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

- Concerns about pupils/students' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils/students' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. **Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools.**

- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
  - **The specific approaches will vary according to your local context; however, we suggest school/colleges details approaches taken here. This could include taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, signposting to local/national support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies, for example, the school/college anti-bullying, behaviour and child protection policy, and where necessary and appropriate, informing the police and/or ICS.**

4.2 <mark>Sexual violence and sexual harassment</mark>

- When responding to concerns relating to child-on-child sexual violence or harassment, [Name of School/College] will follow the guidance outlined in Part five of KCSIE.

- [Name of School/College] recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' [Name of School/College] recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report.

- Abuse that occurs online or outside of the school/college will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour, child protection, online safety. **Amend as appropriate**

- <mark>[Name of School/College] recognises that the law is in place to protect children rather than criminalise them, and this will be explained in such a way to pupils/students that avoids alarming or distressing them.</mark>

- [Name of School/College] recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
    - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE and relevant local/national guidance and support, for example KSCMP procedures.
    - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (**if appropriate**), and staff and any actions that are required to protect them.
    - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

- Reports will initially be managed internally by the school/college and where necessary will be referred to Integrated Children's Services (Early Help and/or Children's Social Work Service) via the Children's Portal and/or the police. Important considerations which may influence this decision include:
    - the wishes of the victim in terms of how they want to proceed.
    - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
    - the ages of the children involved.
    - the developmental stages of the children involved.
    - any power imbalance between the children.
    - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
    - that sexual violence and sexual harassment can take place within intimate personal relationships between children.

- o understanding intra familial harms and any necessary support for siblings following incidents.
  - o whether there are any ongoing risks to the victim, other children, adult students, or school/ college staff.
  - o any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

- The school/college will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

- If at any stage the DSL is unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.3 Nude and/or semi-nude image sharing by children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by children under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

- [Name of School/College] recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised:
  - o to report any concerns to the DSL immediately.
  - o never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
  - o not to delete the imagery or ask the child to delete it.
  - o to avoid saying or doing anything to blame or shame any children involved.
  - o to reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
  - o not to investigate or ask the child(ren) involved to disclose information regarding the imagery
  - o to not share information about the incident with other members of staff, children, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local KSCMP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
  - o The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

- o Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- o All decisions and action taken will be recorded in line with our child protection procedures.
- o A referral will be made to ICS via the Children's Portal and/or the police immediately if:
  - the incident involves an adult (over 18).
  - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, the age of the child or they have special educational needs.
  - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
  - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- o The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- o If DSLs are unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- [Name of School/College] recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

- [Name of School/College] recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves, which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

- [Name of School/College] recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.

- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5 Serious violence

- All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

- [Name of School/College] recognises that the likelihood of involvement in serious violence may be increased by factors such as being male, having been frequently absent or permanently excluded, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Additionally, violence can peak in the hours just before or just after school/college, when pupils/students are travelling to and from school/college and these may be particularly risky times for children involved in serious violence.

- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSL or deputy. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.6 Modern Slavery and the National Referral Mechanism (NRM)

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: Modern slavery: how to identify and support victims.

- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will and responded to in line with this policy.

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fmu@fcdo.gov.uk

- Whilst all staff will speak to the DSL (or deputy) if they have any concerns about risk or suspected cases of FGM, there is a specific legal duty on teachers.
    - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to **personally report** to the police where they discover that FGM appears to have been carried out.
    - It will be rare for teachers to see visual evidence, and they should not be examining pupils/students, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information and FGM Mandatory reporting Duty Fact Sheet.
    - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Childrens Services should be informed as appropriate. **The mandatory reporting duty only applies to teaching staff, so may not be appropriate to include for all setting types.**

4.8 Preventing radicalisation

DSLs and leaders should access and be aware of the DfE The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk) guidance and use this content to amend this section to reflect the specific local context for their school/college.

- [Name of School/College] recognises that children may be susceptible to radicalisation into terrorism.

- [Name of School/College] is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection

- All staff have received appropriate training to enable them to be alert to changes in children's behaviour which could indicate that they may need help or protection from radicalisation. **Settings should specifically identify and detail the training staff have accessed and the frequency for any updates. This should be in line with KCSIE and the Prevent Duty guidance for schools.**

- Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the local procedures in regard to making a Prevent referral.

- If there is an immediate threat to safety, the police will be contacted via 999.

- Where a child is receiving support regarding concerns relating to preventing radicalisation, for example, through the 'Channel' programme, the DSL will consider if it would be appropriate to share any information if/when a child leaves to attend any new schools/colleges, so support can be put in place in place for when the child arrives. **Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.**

4.9 Cybercrime

- [Name of School/College] recognises that children with particular skills and interests in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection policy and other appropriate policies.

  Kent DSLs may also seek advice from Kent Police and/or the Front Door Service.

4.10 Domestic abuse

- [Name of School/College] recognises that:
    - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
    - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
    - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
    - anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
    - domestic abuse can take place within different types of relationships, including ex-partners and family members.
    - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
    - domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
    - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
    - it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.

- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

- [Name of School/College] is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse and there are children in the household; the police are expected to inform schools before the child(ren) arrive the following day.
    - Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enable us to put immediate support in place according to the child's needs.
    - Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the Front Door Service will be made if there are any concerns about a child's welfare.
    - Where the school is unsure of how to respond to a notification, advice may be sought from the Front Door Service, or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

4.11 Mental health

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

- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.

- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

4.12 Bruising in non-mobile children (remove if not applicable to school/college type)

- Bruising in babies, infants or children with complex needs that are not mobile (meaning a child who is unable to move independently through rolling, crawling, cruising, or bottom shuffling) is unusual and should always be explored.

- If our School/College is concerned about actual or suspected bruising on a non-mobile child, we will respond in line with the 'Kent and Medway Protocol for the Management of Actual or Suspected Bruising in Infants and Children who are not Independently Mobile' procedures (2.2.8 of the KSCMP procedures). In summary, these procedures state:
  - If a child appears seriously ill or injured, emergency treatment should be sought through an emergency department (ED) and the Kent ICS should be notified of the concern and the child's location.

  - In all other cases:
    - Staff must inform the DSL immediately and describe and document accurately on a body map, the size, shape, colour, and position of the mark/s on the head and/or body.
    - Any explanation of the history of the injury or comments by the parents/carers will be documented accurately (verbatim) in the child's record, along with the body map.
    - If there is a concern about parental response to the injury, no explanation, or an explanation that is inadequate, unlikely or does not rule out abuse or neglect, an immediate referral will be made to Kent ICS, who have responsibility for arranging further multi-agency assessments.
    - If there are concerns regarding the immediate safety of the child or staff, the police will be called.
    - If the setting is in any doubt as to how to respond to bruising on a non-mobile child, advice may be sought from the Front Door Service.

5. Supporting Children Potentially at Greater Risk of Harm

- Whilst **all** children should be protected, [Name of School/College] acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups. **Schools/Colleges may need to amend the following content and groups according to their specific local context.**

5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)

- [Name of School/College] acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect or exploitation.

- [Name of School/College] recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.

- All members of staff are encouraged to appropriately explore potential indicators of abuse, neglect and exploitation, such as behaviour, mood changes or injuries and not to assume that they are related to the child's special educational needs or disability.

- Members of staff are encouraged to be aware that children with SEND, or certain medical conditions, can be disproportionally impacted by safeguarding concerns or behaviour, such as exploitation, peer group isolation or bullying including prejudice-based bullying, without outwardly showing any signs.

- To address these additional challenges, our school/college will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENCO (Name) to plan support as required.

- Our school/college has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies: (amend/insert name/link). **Amend as appropriate.**

5.2 Children requiring mental health support

Additional content should be added to reflect any specific approaches implemented, for example if the setting has a senior mental health lead. Additional information and links can be found in Part two of KCSIE.

- [Name of School/College] has an important role to play in supporting the mental health and wellbeing of our pupils/students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Where there are concerns regarding possible mental health problems for pupils/students, staff should:
    - **Provide information regarding any specific systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.**

- Age/ability appropriate education will be provided to our pupils/students to help promote positive health, wellbeing, and resilience. **Provide information regarding how and where this is delivered, for example in PSHE, RSHE, via specific educational approaches.**

5.3 Children who are absent from education

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

- A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Childrens Services and/or have a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

- Where possible, the school/college will hold more than one emergency contact number for each pupil/student, so we have additional options to contact a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern. There is an expectation that emergency contact information will be held for both parents, unless doing so would put a child at risk of harm. **It is good practice for school/colleges to have additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. It is recommended local practice for schools/colleges to request and capture emergency contact information for both**

parents, unless it places a child at risk of harm to do so, for example a court or other legal order preventing access is in place. If this is the case, it should be recorded on the child's safeguarding file. Schools/colleges should be proactive in being inclusive of fathers; effective father engagement should be the expectation from the outset, and it is important to help schools/colleges understand the child's significant relationships and lived experiences.

- Where the school/college have concerns that a child has unexplainable and/or persistent absences from education and/or is missing from education, we will respond in line with our statutory duties (DfE: Children missing education) and local policies. Local support is available via the Kent PRU and Attendance Service (KPAS). **Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education. Please see part two of KCSIE links to other relevant guidance.**

5.4 Children attending alternative provision

- Where the school/college places a pupil/student with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil/student. This includes the school/college:
  - having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.
  - regularly reviewing (at least half termly) the alternative provision placements made to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs.

- Where safeguarding concerns arise, placements will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

5.5 Elective Home Education (EHE)

Amend as appropriate to setting type.

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national Elective Home Education guidance and local Kent guidance.

- We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.6 Children who may benefit from Early Help

- Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
  - is disabled or has certain health conditions and has specific medical/additional needs
  - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
  - is frequently missing/goes missing from education, home or care,
  - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
  - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
  - is at risk of being radicalised or exploited

- o has a parent or carer in custody, or is affected by parental offending
- o is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- o is misusing alcohol and other drugs themselves
- o is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- o is a privately fostered child.

- Where it is identified a child may need early help, staff and DSLs will respond in line with section 3 of this policy.

5.7 Children who need a social worker (child in need and child protection plans)

- The DSL will hold details of social workers working with children in the school/college so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

- Where children have a social worker, this will inform school/college decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.8 Looked after children (including kinship care), previously looked after children and care leavers

- [Name of School/College] recognises the common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation, and a previously looked after child also potentially remains vulnerable.

- The school has appointed a 'designated teacher' (name, role) who works with local authorities, including the Virtual School Kent (including the virtual school head), to promote the educational achievement of registered pupils who are looked after or who have been previously looked after, including those in kinship care.

- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.

- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.9 Children who are privately fostered

- Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

- Where private fostering arrangements come to the attention of the school/college, for example, through the normal course of their interaction and promotion of learning activities with children, we must notify Kent Integrated Childrens Services in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

5.10 Children who are Lesbian, Gay, Bisexual, or Gender Questioning

Please note: the DfE expects to publish the revised guidance on gender questioning children this summer. The policy may need to be reviewed when this document is made available.

Additional support for education settings regarding equality, diversity and inclusion is available via the [Education People EDIT team](#).

- The fact that a child may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm, however, [Name of School/College] recognises that children who are lesbian, gay, bisexual or gender questioning or are perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be targeted by other children or others within the wider community.

- When supporting a gender questioning child, the school/college will consider the broad range of their individual needs, in partnership with the child's parents (other than in the rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities, such as to support any complex mental health and psychosocial needs and to manage the risk of bullying. **Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed**

- [Name of School/College] recognises risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. Appropriate education is included within our Relationships Education/ Relationship and Sex Education and Health Education curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space that facilitates a culture where children can speak out or share any concerns.

6. Online Safety

KCSIE states that online safety and the school/college's approach to it should be reflected in the child protection policy. Governing bodies/proprietors and school leaders should ensure there is sufficient depth of information provided within this section to reflect their specific expectations and that any relevant standalone policies are suitably cross-referenced.

Some settings, however, may choose to address online safety as a standalone online safety policy; in these cases, governing bodies/ proprietors and leadership teams should ensure all policies are up to date (reviewed at least annually) and are reflective of current approaches and any local and national guidance. This section may then be reduced or removed.

A variety of local and national online safety templates and guidance can be accessed [here](#).

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. [Name of School/College] will adopt a whole school/college approach to online safety which will empower, protect, and educate our pupils/students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- [Name of School/College] will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

- [Name of School/College] identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
    - Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- o Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  - o Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
  - o Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- [Name of School/College] recognises that technology and the risks and harms related to it evolve and change rapidly. The school/college will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online. **Part two of KCSIE references several tools which can support schools with this.**

- The headteacher/principal will be informed of any online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body. **Amend as appropriate.**

- The DSL has overall responsibility for online safety within the school/college but will liaise with other members of staff, for example IT technicians and curriculum leads as necessary. **Amend as appropriate.**

- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Social Media policy and behaviour policies. **Amend as appropriate.**
  - o Internal sanctions and/or support will be implemented as appropriate.
  - o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

- [Name of School/College] uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems. **Amend as appropriate.**

- All school/college owned devices and systems will be used in accordance with relevant policies, including but not limited to acceptable use policies, bring your own device (BYOD) policies, mobile and smart technology policies, and with appropriate safety and security measures in place. (insert link to associated policies) **Amend as appropriate.**

6.1 Generative Artificial Intelligence (AI)

Generative artificial intelligence (AI) presents exciting opportunities; if used safely and effectively, AI can support children to achieve at school/college and develop the knowledge and skills they need for life. Additionally, AI has the power to transform education by helping teachers and staff focus on teaching, for example, by reducing workload. However, the use of AI also poses several safeguarding risks to children and staff, as well as risks to the safety and integrity of systems.

Leaders may need/wish to write a standalone policy for use of AI and/or refer to use of AI in relevant curriculum-based policies. This should address use of AI tools whilst in school/college, and also any use off site to ensure compliance with both the schools/college policies and national legislation, for example data protection requirements etc.

The following links provide further information and policy templates for leaders to consider:
- **Generative artificial intelligence (AI) in education - GOV.UK**
- **Using AI in education settings: support materials - GOV.UK**
- **Generative AI: product safety expectations - GOV.UK**

- **Generative AI in education: user research and technical report - GOV.UK**
- **Generative AI in education: educator and expert views - GOV.UK**
- **Data protection in schools - Artificial intelligence (AI) and data protection in schools - Guidance - GOV.UK (www.gov.uk)**
- **Artificial Intelligence and Online Safety | SWGfL**
- **Using artificial intelligence (AI) safely | Internet Matters**
- **Integrating AI in Schools: New Policy Template Available | SWGfL**
- **Ofsted's approach to artificial intelligence (AI) - GOV.UK**
- **National AI Strategy - GOV.UK**

- [Name of School/College] recognises that when used safely, effectively and with the right infrastructure in place, generative artificial intelligence (AI) tools have many uses which could benefit our entire school/college community.

- However, it is important to recognise that AI tools can also pose safeguarding risks to our community as well as moral, ethical and legal concerns. This includes, but is not limited to:
    - exposure to inappropriate or harmful content, including bullying, harassment, abuse and exploitation
    - privacy and data protection breaches/risks
    - intellectual property infringements
    - academic integrity challenges such as plagiarism and cheating
    - exposure to inaccurate, misleading, or biased content. **Amend as appropriate.**

- [Name of School/College] only permits the use of generative AI tools which have been approved and provided by the school/college for work and/or educational purposes, following the senior leadership team undertaking risk assessments and/or data protection impact assessments prior to use. This includes:
    - list any approved/provided generative AI tools in use. **Amend as appropriate to the school/college context.**

- Staff and pupils/students will be made aware of the benefits and risks of using generative AI tools and the school/college expectations by:
    - list how this will be achieved, for example through specific lessons, AI policy, acceptable use policies, staff training etc. **Amend as appropriate to the school/college context.**

- [Name of School/College] will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour, data protection, complaints and child protection. **Amend as appropriate.**

- Where the School/College believe that AI tools may have facilitated the creation of child sexual abuse material, the school/college will respond in line with existing local safeguarding procedures and national guidance from the IWF and NCA-CEOP.

- Where the School/College are responding to concerns regarding digitally manipulated and AI-generated nudes and semi-nudes, the school/college will respond in line with section 4.3 of this policy and the local KSCMP safeguarding procedures and UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

- Where the School/College believe that AI tools may have facilitated deep fake abuse of adults, advice and support will be provided to individuals affected, such as via Unions, Professionals Online Safety Helpline or Report Harmful Content and/or if a crime has been committed, via the police. Action will be taken in line with relevant School/College policies, including but not limited to, anti-bullying, behaviour and complaints. **Amend as appropriate.**

6.2 Mobile and Smart Technology

- [Name of School/College] recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.

- In accordance with KCSIE and EYFS (**remove reference for settings without EYFS provision**) [Name of School/College] has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found insert link or location, for example in the staff room/ office/ staff intranet/ website. **Amend as appropriate.**

Template standalone mobile and smart technology, image use and acceptable use policies can be found on our website. Schools/colleges may prefer to embed these standalone policies within their child protection policy. Headteachers may wish to access the DfE 'Mobile Phones in Schools guidance.

6.3 Appropriate filtering and monitoring on school/college devices and networks

Schools/colleges may already be addressing this content within other policies, for example Online Safety or ICT/IT policies; if so, schools/colleges may decide that this section can be reduced and cross-referenced. DSLs and leaders should ensure that policy content elsewhere sufficiently addresses the KCSIE requirements.

The UK Safer Internet Centre published updated guidance in 2025 as to what "appropriate" filtering and monitoring might look like; DSLs and SLT should ensure they are familiar with this updated guidance and its implications, for example filtering and monitoring responsibilities now explicitly include technologies using generative AI.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:
- **identify and assign roles and responsibilities to manage filtering and monitoring systems.**
- **review filtering and monitoring provision at least annually**
- **block harmful and inappropriate content without unreasonably impacting teaching and learning**
- **have effective monitoring strategies in place that meet their safeguarding needs**

Schools should use the DfE's 'plan technology for your school service' to self-assess against the DfE filtering and monitoring standards and receive personalised recommendations on how to meet them.

Schools and colleges that use Apple iOS devices may also find it helpful to access the UK Safer Internet Centre guidance.

The appropriateness of filters and monitoring systems are a matter for individual schools and colleges; decisions about what is appropriate should be informed by the risk assessment required by the Prevent Duty, and will depend on the IT systems in place as well as the school/college risk profile, which includes: the age range/ability of children, the number of children, those who are potentially at greater risk of harm and how often they access devices and IT systems.

- [Name of School/College] will do all we reasonably can to limit children's exposure to online harms through school/college provided devices, systems, platforms and networks. In line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.

- This includes ensuring application of appropriate filtering and monitoring to both static content, as well as dynamic and AI-generated materials, products and/or systems used. **Amend as appropriate. The DfE have published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.**

- When implementing appropriate filtering and monitoring, [Name of School/College] will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach, and we recognise that we cannot rely on filtering and monitoring alone to safeguard our pupils/students. Effective safeguarding practice, robust policies, appropriate classroom/ behaviour management and regular education/ training about safe and responsible use is essential and expected.
  - Pupils/students will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment and/or a data privacy impact assessment as relevant. **Amend to include any specific expectations for example, using a child friendly search engine, using child friendly tools, age-appropriate services.**
  - Internet use will be supervised by staff as appropriate to pupils/students age, ability and potential risk of harm:
    - **Insert your specific expectations, for example at KS1, pupils will be directly supervised by a member of staff, students identified as being at potentially greater risk of harm will always be directly supervised by an adult etc.**

6.3.1 Responsibilities

- Our governing body/proprietor has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate safeguarding concerns when identified.

- [Name], a member of the senior leadership team and [Name], governor, are responsible for ensuring that our school/college has met the DfE [Filtering and monitoring standards](#) for schools and colleges.

- Our senior leadership team is responsible for:
  - procuring filtering and monitoring systems.
  - documenting decisions on what is blocked or allowed and why.
  - reviewing the effectiveness of our provision.
  - overseeing reports.
  - ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
  - ensuring the DSL and IT service providers/staff have sufficient time and support to manage their filtering and monitoring responsibilities.

- The DSL has lead responsibility for overseeing and acting on:
  - any filtering and monitoring reports.
  - any child protection or safeguarding concerns identified.
  - checks to filtering and monitoring system.

- The IT service providers/staff have technical responsibility for:
    - maintaining filtering and monitoring systems.
    - providing filtering and monitoring reports.
    - completing technical actions identified following any concerns or checks to systems.
    - working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.

- All members of staff are provided with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of our induction process, and in our child protection staff training.

- All staff, pupils/students and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

6.3.2 Decision making and reviewing our filtering and monitoring provision

Decisions made in relation to the implementation of appropriate filtering and monitoring should be recorded for reference and be available to those entitled to inspect that information. Decisions made by school/college leaders will need to consider the proportionality of costs versus safeguarding risks for their specific context.

- When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSL and the IT service providers/staff.

- Decisions about our filtering and monitoring provision have been recorded and informed by an approach which ensures our systems meet our school/college needs and circumstances, including but not limited to our pupil/student risk profile which considers the specific vulnerabilities (including age and ability), risk and context of our pupils/students, and our school/college specific technology use.

- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and with approval from the leadership team; all changes to the filtering policy are logged and recorded.

- Our school/college undertakes regular (at least annual) reviews of our filtering and monitoring approaches to ensure we understand the changing needs and potential risks posed to our community.

A formal review of your filtering and monitoring systems should be done as a minimum annually, and revisited if a safeguarding risk is identified, if there is a change in working practice, such as remote access or 'Bring Your Own Device' (BYOD), or any new technology use is introduced.

The review should be conducted by members of the senior leadership team, the DSL, and IT staff/IT service provider and involve the governor with responsibility for safeguarding. The results should be recorded for reference and made available to those entitled to inspect that information. Please access the DfE filtering and monitoring standards for further advice and information.

- In addition, our school/college undertakes regular and active checks on our filtering and monitoring systems to ensure our systems work effectively in practice and as expected, and to provide assurance to the governing body/proprietor that we are continuing to meet our safeguarding obligations. These checks are logged and recorded.
    - These checks are achieved by:
        - List how this is achieved within your school/college.
        - **KCSIE signposts to Test Filtering to support schools/colleges to check the application of their filtering systems for illegal and inappropriate content.**

- Schools/colleges may also wish to add additional context as to how this will be carried out and any other additional checks undertaken to review systems.
- Examples could include weekly, monthly, termly checks (as appropriate to your specific risk profile/assessment) being undertaken by a DSL, checks are undertaken with two members of staff present (it may be helpful to list who e.g. a DSL and a member of IT staff and/or a member of SLT), checks are undertaken in a location where confidentiality can be achieved, during working hours, when pupils/students are not present (e.g. in the headteachers office), checks are undertaken on a range of devices/accounts to test different filtering policies (this will be required if there are different policies in use, for example different policies for staff groups, visitors and/or pupils/students) and device configurations (this will be required if the school/college uses mobile devices such as tablets, apple devices, eReaders etc.), checks are logged/recorded, any technical concerns are flagged to the IT staff/IT service provider and safeguarding concerns are actioned by the DSL etc.in line with this policy.

Schools/colleges should regularly test their filtering and monitoring systems themselves, rather than relying solely on IT staff or documentation to ensure these measures function properly and fit the specific risks of their environment. KCSIE signposts to **Test Filtering** to support schools/colleges to check the application of their filtering systems for illegal and inappropriate content.

Checks should be completed and recorded as part of your filtering and monitoring review process. How often the checks need to take place will be based on your context, the risks highlighted in your filtering and monitoring review, and any other risk assessments and should be decided by leadership. Checks should be undertaken from both a safeguarding and IT perspective. Please access the DfE **filtering and monitoring standards** for further advice and information.

6.3.3 Appropriate filtering

Settings should list specific details of how their appropriate filtering is established and achieved in their setting; for example, which filtering systems/approaches are in place and why these decisions have been made.

Leaders and DSLs should access the **UK Safer Internet Centre definitions and guidance** and the **DfE filtering and monitoring standards** for further information about **appropriate filtering** approaches and what they entail.

No filtering system can be 100% effective; schools and colleges need to understand the coverage of their filtering system, any limitations it has, and mitigate accordingly to minimise harm and meet their statutory requirements as identified in KCSIE and the Prevent duty.

- [Name of School/College]'s education internet connectivity is provided through [name of internet service provider] and [Name of School/College] uses [name of filtering system] to block access to harmful content.

- [Name of filtering system] blocks school/college provided internet access to illegal content and activity as identified in the Online Safety Act, including:
  - Child Sexual Abuse Material (CSAM)
  - Controlling or coercive behaviour
  - Extreme sexual violence
  - Extreme pornography
  - Fraud
  - Racially or religiously aggravated public order offences
  - Inciting violence
  - Illegal immigration and people smuggling

- o Promoting or facilitating suicide
- o Intimate image abuse
- o Selling illegal drugs or weapons
- o Sexual exploitation
- o Terrorism

- [Internet Service Provider] is a member of Internet Watch Foundation (IWF) and uses IWF services to block access to CSAM. **Leaders should check to ensure this is the case.**

- [Name of filtering system] has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) **Leaders should check to ensure this is the case.**

- [Name of filtering system] blocks school/college provided internet access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content or activity which promotes hate speech or discrimination, gambling, harmful bullying content, malware/hacking, mis-disinformation, privacy and copyright theft, pornography, self-harm and eating disorders and/or violence against women and girls   **Please note this list is not exhaustive and schools/colleges should amend this list as required and as appropriate to leadership decisions.**

- Our filtering system is operational, up to date and applied to all users, including guest accounts, all school/college owned or provided devices, systems and networks, and all devices using the school/college internet connection. **Amend as appropriate. Leaders should ensure regular checks are carried out to ensure this is the case.** This is achieved by:
  - o **Explain how this is achieved and what appropriate filtering is in place for all school/college provided devices and access to any school/college systems, including any offsite access and use of generative AI systems within the school. The DfE Generative AI: product safety expectations explains how filtering and monitoring requirements apply to the use of generative AI in education for child-facing and/or staff-facing products.**
  - o **This section should include any specific filtering approaches required for mobile devices, such as tablets and eReaders and apps, as the approaches for these systems may differ.**
  - o **Filtering systems should allow school/colleges to identify device names or IDs, IP addresses, and where possible, individual users, the time and date of attempted access and the search term or content being blocked.**
  - o **If the school/college allows visitors, staff and/or pupils/students to bring and use their own personal devices to access school/college provided internet/systems, they should detail any additional measures.**

- The DSL and leadership team will work with [name of internet service provider/filtering provider] and our IT service providers/staff as appropriate and as identified in section 6.3.2, to ensure that our filtering policy is continually checked and reviewed to reflect our needs and requirements.

- If there is failure in the software or abuse of the system, for example if pupils/students or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to:
  - o Insert details of your procedure, for example, turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.

- Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies, including our child protection, acceptable use, allegations against staff and behaviour policies. **Amend as appropriate.**

- Parents/carers will be informed of filtering breaches involving their child, <mark>unless to do so would put a child at risk of harm or compromise a criminal investigation.</mark>

- Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies, including but not limited to the [Internet Watch Foundation](#) (where there are concerns about child sexual abuse material), [Kent Police](#), [NCA-CEOP](#) or [Kent Integrated Children's Services via the Kent Integrated Children's Services Portal](#).

- If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the DSL and/or leadership team.

6.3.4 Appropriate monitoring

Settings should list specific details of how their appropriate monitoring approaches are established and achieved in their setting; for example, the monitoring systems/approaches in place and leaders should be able to explain why these decisions have been made.

Leaders and DSLs should access the updated [UK Safer Internet Centre definitions and guidance](#) and the [DfE filtering and monitoring standards](#) for further information about [appropriate monitoring](#) approaches and what they entail.

No monitoring system can be 100% effective; schools and colleges need to understand the coverage of their monitoring approaches system, any limitations, and mitigate accordingly to minimise harm and meet their statutory requirements as identified in KCSIE and the Prevent duty.

- <mark>We will appropriately monitor the use of all school/college provided devices and networks to detect safeguarding risks in real or near-real time, including accessing or attempting to access, or engaging with or attempting to engage with illegal and/or harmful/inappropriate content or activity by any user.</mark> This is achieved by:
  - **Detail specifically how this will be achieved in your school/college. For example, physical monitoring (supervision), monitoring internet and web access and/or active/pro-active technology monitoring services. This should explain what monitoring is in place on all school/college provided devices and systems, including offsite access.**
  - **This section should include any specific monitoring approaches required for mobile devices such as tablets and eReaders and any guest access to Wi-Fi as the approaches for these systems may differ.**

- <mark>In accordance with our Mobile and Smart Technology Policy, [Name of School/College] does allow use of personal devices by staff and/or pupils/students. As such, we will ensure they are appropriately monitored in accordance with safeguarding and data protection legislation.</mark>
  - <mark>**Remove if Bring Your Own Device (BYOD) is not permitted.**</mark>
  - <mark>**Amend if BYOD is permitted and link to any associated policies and include information regarding how the monitoring of personal mobile and app technologies is deployed.**</mark>

- All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation. **Schools/colleges should link to any relevant policies and documents e.g., acceptable use or behaviour policies and privacy notices.**

- If a concern is identified via our monitoring approaches:
  - Where the concern relates to pupils/students, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies. **Amend as appropriate.**

- - Where the concern relates to staff, it will be reported to the headteacher (or chair of governors if the concern relates to the headteacher), in line with our staff behaviour/ allegations policy. **Amend as appropriate.**

- Parents/carers will be informed of safeguarding concerns involving their child identified through our monitoring approaches, unless to do so would put a child at risk of harm or compromise a criminal investigation.

- Where our monitoring approaches detect any immediate risk of harm or illegal activity, this will be reported as soon as possible to the appropriate agencies; including but not limited to, the emergency services via 999, Kent Police via 101, NCA-CEOP , LADO or Kent Integrated Children's Services via the Kent Integrated Children's Services Portal.

6.4 Information security and access management

- [Name of School/College] is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils/students. Further information can be found in list name of relevant policies, for example, information security, acceptable use policies and/or online safety policy. **These policies should address expectations with regards information security and access to systems, for example password safety expectations.**

- [Name of School/College] will review the effectiveness of our procedures periodically to keep up with evolving cyber-crime technologies.

- [Name], a member of the senior leadership team and [Name], governor, are responsible for ensuring that our school/college has met the DfE cyber security standards for schools and colleges. **Amend as appropriate.**

KCSIE states that schools and colleges should consider taking appropriate action to meet the DfE Cyber security standards for schools and colleges.

Broader guidance on cyber security including considerations for governors and trustees is available from the National Cyber Security Centre.

6.5 Remote/Online learning

Remove/amend section to reflect remote/online learning approaches facilitated by the school/college.

Specific guidance for DSLs and SLT regarding remote learning is available at
- **DfE: Safeguarding and remote education during coronavirus (COVID-19)**
- **NSPCC: Undertaking remote teaching safely**
- **Kent County Council: Remote Learning Guidance for SLT**

- [Name of School/College] will ensure any remote/online sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance.

- All communication with pupils/students and parents/carers will take place using school/college provided or approved communication channels; for example, school/college provided email accounts and phone numbers and/or agreed systems: Google Classroom, Microsoft 365 or equivalent.
  - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

- Staff and pupils/students will engage with remote/online teaching and learning, in line with existing behaviour principles as set out in our school/college behaviour policy/code of conduct and Acceptable Use Policies. **Amend as appropriate.**

- Staff and pupils/students will be encouraged to report issues experienced at home when participating in remote/online learning; concerns will be responded to in line with our child protection and other relevant policies.

- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP). **A template remote learning AUP for schools/colleges to adapt is available here. If schools/colleges do not have a sperate remote learning AUP, key messages and expectations should be included within this policy or added to existing AUPs**.

6.6 Online Safety Training for Staff

- [Name of School/College] will ensure that all staff receive online safety training, which, amongst other things, will include providing them with an understanding of the expectations, applicable roles and their responsibilities in relation to filtering and monitoring, as part of induction.

- Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding and child protection training approach. See section 7 for more information.

6.7 Educating pupils/students

The DfE are expected to publish revised guidance on Relationships, Sex, and Health Education this summer. This section may need to be reviewed once this guidance is available.

- [Name of School/College] will ensure a comprehensive whole school/college curriculum response is in place to enable all pupils/students to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. See section 9 for more information.

DSLs and leaders may find it helpful to access UK Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' and DfE 'Teaching online safety in school' guidance. A variety of online safety templates and guidance from the Education Safeguarding Service can be accessed here.

6.8 Working with parents/carers

- [Name of School/College] will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:
  o Include details here; for example, providing information on our school/college website and through existing communication channels (such as official social media, newsletters), offering specific online safety events for parents/carers or highlighting online safety at existing events.

- [Name of School/College] will ensure parents and carers understand what systems are used to filter and monitor their children's online use at school/college, what their children are being asked to do online, including the sites they will be asked to access and who from the school/college (if anyone) their child is going to be interacting with online. This is achieved by:
  o Include details here. For example, providing information on our school/college website and relevant policies such as acceptable use, home/school agreements and through existing communication channels.

- Where the School/College is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE 'Harmful online challenges and online hoaxes' guidance to ensure we adopt a proportional and helpful response. **Additional local advice is available for DSLs and SLT via the LADO Education Safeguarding Advisory Service blog post: 'Think before you scare'**.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction and training

Annex A of KCSIE is a condensed version of Part one which can be provided instead of Part one to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children. If schools/colleges opt to use Annex A with some staff due to their role, leaders may wish to document this decision within the policy, for example, '*all members of staff who do not work directly with children will read Annex A'*. If the school/college requires all staff to read Part one, remove the reference to 'annex A' below.

- All members of staff have been provided with a copy of part one or annex A of the current version of 'Keeping Children Safe in Education' which covers safeguarding information for staff.
  - o School/college leaders, including the DSL and governors/trustees will read KCSIE in its entirety.
  - o School/college leaders and all members of staff who work directly with children will read annex B of KCSIE.
  - o All members of staff have signed to confirm that they have read and understood the national guidance shared with them. List how and where this information is kept, for example, the school/college single central record.

- It is a requirement that all members of staff have access to this policy and sign to say they have read **and** understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.

- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to ensure they are aware of the school/college internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local safeguarding partners and explores the Kent processes to follow. List how this will be achieved, for example, via leaflets, specific training from the DSL, e-Learning etc. Amend if this is already addressed in part 6, online safety.

- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns. List how this will be achieved, for example, annual inset/twilight training.

- Online safety training for staff will be integrated, aligned and considered as part of the whole school/college safeguarding approach and wider staff training and curriculum planning. List how this will be achieved, for example, specific online safety training, annual updates.

- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. List how this will be achieved, for example, via email, e-bulletins, staff meetings.

- [Name of School/College] recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school/college safeguarding arrangements and child protection policies. List how this will be achieved, for example, via input from knowledgeable and experienced staff, inviting input at staff meetings.

- All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated. List how this will be achieved, for example, annual updates, or refresher training every two years.

- The DSL and headteacher/principal will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

7.2 Safer working practice

- Our school/college takes steps as outlined in this and other relevant policies to ensure processes are in place for staff that promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school/college behaviour policy/code of conduct. **Amend as appropriate.**

- The DSL will ensure that all staff (including contractors) and volunteers are aware of the school/college expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP). **Amend as appropriate.**

- Staff will be made aware of the school/college behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school/college policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media. **Amend as appropriate.**

7.3 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school/college will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS). **For schools with early years and foundation stage provision only**

- The school/college will provide appropriate supervision and support for all members of staff to ensure that:
    - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
    - All staff are supported by the DSL in their safeguarding role.
    - All members of staff have regular reviews of their own practice to ensure they improve over time.

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

8.   Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- [Name of School/College] is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and staff. We recognise that we must ensure that people working with children in our setting are suitable, have the relevant qualifications/training and have passed any required checks to fulfil their roles.
    o [Name of School/College] will follow Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS)
    o The governing body/proprietor/leadership/management committee and leadership team are responsible for ensuring that the school/college follows safe recruitment processes as outlined within the KCSIE guidance.
    o The governing body/proprietor/leadership/management committee will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

- The school/college maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- [Name of School/College] are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands, and warnings.

- Where [Name of School/College] places a pupil/student with an alternative provision provider, we will:
    o obtain written information from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school/college would otherwise perform in respect of our own staff.
    o obtain written confirmation that the alternative provider will inform the commissioning school/college of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school/college can ensure itself that appropriate safeguarding checks have been carried out on new staff.

- Where the school/college organises work experience placements, we will follow the advice and guidance as identified in Part three of KCSIE. **Amend as appropriate; for example, remove if the school/college does not organise work experience.**

- Where the school/college organises homestays as part of exchange visits, we will follow the advice and guidance as identified in Part three and Annex E of KCSIE. **Amend as appropriate; for example, remove if the school/college does not organise homestay/exchange visits.**

8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and the local Kent allegations arrangements, including discussions as necessary with the Local Authority Designated Officer (LADO).
  - In depth information can be found within our 'Managing Allegations against Staff' and/or staff behaviour policy/code of conduct policy. This can be found in the staff room/office/website. **Amend as appropriate to school/college policy decisions.**

- Any concerns or allegations about staff will be recorded and dealt with in line with Part four of KCSIE and reported as appropriate in line with local Kent allegations management arrangements. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school/college from potential false allegations or misunderstandings.

- Where headteachers/principals are unsure how to respond, for example if the school/college is unsure if a concern meet the harm 'thresholds' (section 8.2.1), advice will be sought via the LADO Education Safeguarding Advisory Service enquiry form.

- After resolving or concluding allegations or low-level concerns about staff, the headteacher/principal, along with the LADO, if involved, will review the case to identify lessons learned and any possible improvements.

- In the situation that the school/college receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities with our pupils/students (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

8.2.1 Concerns that meet the 'harm threshold'

- [Name of School/College] recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:
  - behaved in a way that has harmed a child, or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Allegations against staff which meet this threshold will be responded to and managed in line with Part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the headteacher/principal who will contact the LADO to agree further action to be taken in respect of the child and staff member.

- In the event of allegations of abuse being made against the headteacher/principal, staff are advised that allegations should be reported to the chair of governors/chair of the management committee/proprietor of an independent school who will contact the LADO. **Note: In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO.**

- If staff are concerned that appropriate safeguarding action is not being taken following an allegation against a colleague, they are advised to follow our whistleblowing process and/or to contact the LADO directly themselves.

8.2.2 Concerns that do not meet the 'harm threshold'

- [Name of School/College] may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct/low-levels concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them. **Amend the following content as appropriate. More detailed guidance and case studies on low-level concerns can be found in '[Developing and implementing a low-level concerns policy]'.**
    - o [Name of School/College] has an open and transparent culture in which all concerns about all adults working in or on behalf of the school/college are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school/college are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
    - o A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school/college may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
    - o Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

- It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

- Low-level concerns should be shared confidentially in line with our low-level concerns policy/staff behaviour policy/code of conduct to name, role. **Note: Amend as appropriate. Whether all low-level concerns are shared initially with the DSL or another nominated person, or with the headteacher/principal is a matter for individual schools/colleges to decide. If low-level concerns are reported to the DSL, they should inform the headteacher/principal of all low-level concerns in a timely fashion according to the nature of each particular concern. Additionally, the headteacher/principal may wish to consult with the DSL and take a more collaborative decision-making approach.**
    - o Where low-level concerns are reported to the school/college, the headteacher/principal will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
    - o The headteacher/principal will share concerns and liaise with the LADO enquiries officer.
    - o Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
    - o If the school/college is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
    - o Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
    - o Where a pattern is identified, the school/college will implement appropriate action, for example consulting with the LADO and following our disciplinary/HR procedures.

8.3 Safe Culture

- As part of our approach to safeguarding, the School/College has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school/college safeguarding regime. The leadership team at [Name of School/College] will take all concerns or allegations received seriously.

- All members of staff are made aware of the school/college Whistleblowing procedure **If you have a standalone Whistleblowing policy, provide a link here**. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- [Name of School/College] has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
    - If these circumstances arise in relation to a member of staff at our school/college, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Name (Name of School/College Personnel Provider). **Amend as appropriate.**

9.   Opportunities to Teach Safeguarding

<mark>Please note, the DfE expects to publish revised guidance on Relationships, Sex, and Health Education this summer. When published, this section may need to be revisited.</mark>

- [Name of School/College] will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education (primary schools)/Relationships and Sex Education (secondary schools) and Health Education (for all state-funded schools). **Amend as appropriate.**

- We recognise that school/college play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe,' to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils/students have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

- [Name of School/College] recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole school/college approach which prepares

pupils/students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

- [Name of School/College] has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school/college life which are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate.

- [Name of School/College] recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse, neglect or exploitation, and children with SEND.

- Our school/college systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate. **Note: Resources to support schools and colleges can be found in part two of KCSIE and annex B.**

- [Name of School/College] recognises the value of external organisations and/or speakers visiting to provide useful information or to help enrich children's education. However, school/college will always assess the suitability of external organisations or speakers before granting them access to pupils/students; this may include an assessment of the educational value, the age/ability appropriateness of content and whether relevant safeguarding checks will be required.

10. Physical Safety

10.1   Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Further information regarding our approach and expectations can be found in our behaviour policy **(Amend as appropriate)** and in line with the DfE 'Use of reasonable force in schools' guidance. **Note: Further advice can be accessed in Part two of KCSIE.**

10.2   The use of school/college premises by other organisations

If schools/colleges do not hire or rent out their facilities or premises to organisations or individuals, this section can be removed. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

- Where our school/college facilities or premises are rented/hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.
  - Where those services or activities are provided under the direct supervision or management of our school/college staff, our existing arrangements for child protection, including this policy, will apply.

- o Where services or activities are provided separately by another body using the school/college facilities/premises, the headteacher/principal and governing body/proprietor will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school/college on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.

- Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

10.3 Site security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
  - o List any expectations here, such as ensuring gates are closed, door codes are not shared, staff wear badges/lanyards etc. or signpost to other policies where this information is contained.

- Appropriate checks and supervision will be undertaken in respect of visitors and volunteers coming into school/college as outlined within national guidance.
  - o List expectations here, for example, visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site, visitors without an appropriate DBS will be escorted/supervised at all times.

- For visitors attending in a professional capacity, such as social workers, early help staff, the school/college will check their ID and be assured that they have has had the appropriate DBS check or their employers have confirmed that their staff have appropriate checks.

- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. **Amend as appropriate. For example, if the school/college expects children to report concerns to staff or challenge directly.**

- The school/college will not accept the behaviour of any individual (parent or other) that threatens school/college security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school/college site.

11. Local Support

Schools/colleges may also wish to include other local points of contact in this section, such as local voluntary organisations.

- All members of staff in [Name of School/College] are made aware of local support available.

  - ▪ **Kent Integrated Children's Services; Children's Social Work Services and Early Help Intensive Support**
    - o Kent Integrated Children's Services Portal – select 'urgent' if there is an immediate risk/concern
    - o Front Door Service No Name Consultation: 03000 411111
    - o Out of Hours Number: 03000 419191
      - ▪ Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance

  - ▪ **Local Early Help and Preventative Services and Family Hubs**
    - o Schools/colleges should insert relevant local links/networks which can be found at:
      - ▪ Early Help and Preventative Services - KELSI

- - [Early Help contacts - KELSI](#)
    - [Kent Family Hubs - Kent County Council](#)

- **Kent Police**
    - 101 or 999 if there is an immediate risk of harm
    - Insert details for local support. For example, local PCSO, school officer.

- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
    - www.kscmp.org.uk
    - 03000 421126 or kscmp@kent.gov.uk

- **Adult Safeguarding**
    - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

- **Kent LADO Education Safeguarding Advisory Service (LESAS)**
    - [Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership](#)
        - To refer to the LADO following an allegation being made against a member of staff, complete a referral on the [Kent Integrated Children's Services Portal](#).
        - To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the [LESAS enquiry form](#).

Appendix 1: Categories of Abuse

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

<mark>**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse can be carried out both on and offline and be perpetrated by men, women, and children.</mark>

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour, for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing, for example for PE
- Secrecy relating to use of technology
- Sexually transmitted disease or pregnancy
- Fire setting

<mark>The [Centre of Expertise on Child Sexual Abuse](#) provides resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours.</mark>

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

Signs that MAY INDICATE physical abuse
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries, such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns, such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)

- Covering arms and legs even when hot
- Inappropriate/harmful medication usage
- Aggressive behaviour or severe temper outbursts.
- Injuries that cannot be accounted for. Inadequate, inconsistent, or excessively plausible explanations for an injury, or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Secrecy relating to use of technology
- Excessive need for approval, attention, and affection

Neglect: 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 as a result of maternal substance abuse. 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 and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support Organisations and Resources

Relevant local links should be added; additional links can be found in Part two and Annex B of KCSIE.

KSCMP
- Factsheets: www.kscmp.org.uk/training/factsheets
- Supporting resources: www.kscmp.org.uk/training/training-resources
- Video explainers: www.kscmp.org.uk/training/video-explainers
- Missing children: www.kscmp.org.uk/guidance/missing-children

NSPCC 'Report Abuse in Education' Helpline
- 0800 136 663 or help@nspcc.org.uk

National Organisations
- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/

Support for pupils/students
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk/

Support for Adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Special Education Needs and Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

- Kent Autistic Trust: www.kentautistictrust.org/
- AFASIC: www.afasic.org.uk/
- National Autistic Society: www.autism.org.uk/
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Portage: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-children-under-5/portage-supporting-pre-school-children-with-send
- Information Advice and Support Kent (IASK): www.iask.org.uk/

Contextual Safeguarding Network
- https://contextualsafeguarding.org.uk/

Kent Resilience Hub
- https://kentresiliencehub.org.uk/

Children with Family Members in Prison
- National information Centre on Children of Offenders (NICCO): www.nicco.org.uk/

Substance Misuse
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic Abuse
- KSCMP: www.kscmp.org.uk/guidance/domestic-abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation
- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: https://kentandmedwayvru.co.uk/
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- The Children's Society: www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

So-called Honour Based Abuse
- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate
- Kent Prevent Education Officers: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Child-on-Child abuse, including bullying, sexual violence and harassment
- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk/

Online Safety
- NCA-CEOP: www.ceop.police.uk and www.ceopeducation.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- KSCMP: www.kscmp.org.uk/guidance/online-safety

Mental Health
- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/
- Mind: www.mind.org.uk
- Moodspark:https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: https://mindedforfamilies.org.uk/