THE
KING'S SCHOOL
CANTERBURY

Safeguarding & Child Protection Policy

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School statement of commitment to safeguarding
The safety and wellbeing of all our pupils is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners, and fair play to be shown by everyone so that every pupil can develop their full potential and feel positive about themself as an individual. All pupils should care for and support each other. To that end all staff are required to follow this policy and to attend any training when required to do so.

1. Child focused approach to safeguarding

1.1 Introduction

The King's School (hereafter referred to as "the school") 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) have a key role in safeguarding children and all have an essential role to play in making our community safe and secure.

The school 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 to have their wishes and feelings taken into account 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 the school 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 is any child protection concerns regarding children who attend the school but may also apply to other children connected to the school, for example, siblings, or younger members of staff (under 18s) or children on student/work placements.

The school recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are considered when determining what safeguarding action to take and what services to provide.

The school recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of children's behaviour and consider any underlying trauma.

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, 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'.

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)
- Framework for the Assessment of Children in Need and their Families, 2000
- Kent and Medway Safeguarding Children Procedures
- The Education Act 2002
- 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

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

The school 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.

This policy follows the template provided by Kent County Council

1.3 Definition of safeguarding

In line with 'Working Together to Safeguard Children' 2023 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)
- Action enables 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 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
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, also known as youth, produced/involved sexual imagery or "Sexting"
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- 'Upskirting'

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

1.4 Related safeguarding policies

This policy should be read in conjunction with other policies such that can found in the staff handbook or on Itrent. Other policies will include will provide further guidance on specific areas of the school such as pupil and staff behaviour, low-level concerns, health and safety, and self-harm.

1.5 Policy compliance, monitoring, and review

The school 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 have access to this policy. This policy can be found on the staff handbook, on Itrent or in the Common Room.

Parents/carers/guardians can obtain a copy of the school's Safeguarding and Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website: www.kings-school.co.uk

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

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

2 Key Responsibilities

2.1 Governance and leadership

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

The governing body will facilitate a whole school 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 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.

The governing body 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 Head will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.

The governing body will ensure an appropriate senior member of staff, from the school management team, is appointed to the role of designated safeguarding lead. The governing body 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 has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school 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 has appointed Luke Illsley (Head of Safeguarding), a member of the senior management 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.

The school has also appointed Deputy DSLs (Designated Safeguarding Leads) who will have delegated responsibilities and act in the DSLs absence:

- Tanya Lee – Deputy Head (Pastoral)
- Greg Hunter – Deputy Head (Co-Curricular)
- Matt Thornby – Assistant Head, Boarding
- Amanda Conlan – Senior Nurse & Health Centre Manager

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.

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:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
- Maintaining a confidential recording system for safeguarding and child protection concerns.
- 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.
- Liaising with other agencies and professionals in line with KCSIE and WTSC.
- 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.
- Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
- Managing and monitoring the school's role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- Help to 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 leadership staff.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the Head 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.

Tanya Lee (Deputy Head, Pastoral) is the Safeguarding Adviser for the King's organisation and acts as the line manager for the DSL. The Safeguarding Advisor works to ensure there is a joined-up approach to safeguarding across all sites of the organisation.

2.3 Members of staff

Our staff play a particularly important role in safeguarding as they are able 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 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 family help and understand the family help process and their role in it.
- understand the school safeguarding policies and systems.
- undertake 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 Teachers' Standards 2012 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 the school 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 the school will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our Employee Code of Conduct.

2.4 Children and young people

Children and young people have a right to:

- Feel safe, be listened to, and have their wishes and feelings considered.
- 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 safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

2.5 Parents, carers, and guardians

Parents, carers, and guardians have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm, including online.
- Seek help and support from the school or other agencies.

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.

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.

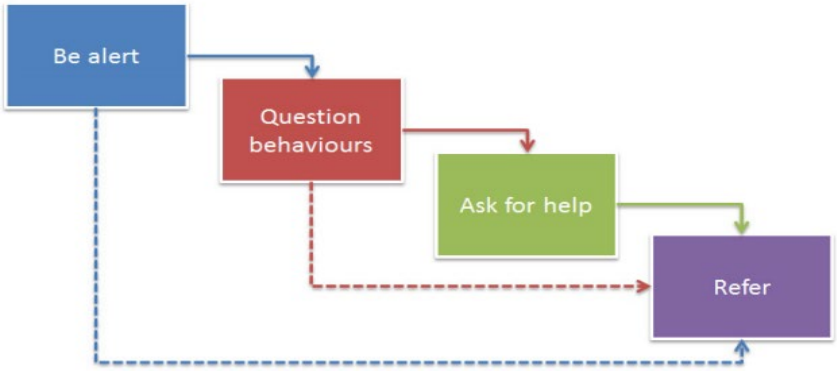
All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education.' This is outlined locally within the Kent Support Levels Guidance.

The school recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- 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 below approach if they are concerned about a child:



The school recognises that concerns may arise in many different contexts and can vary 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 is 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.

The school 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 behaviours can indicate child abuse, neglect, or exploitation; so, 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. 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.

The school 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.

The school 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's behaviour policy and/or 'Searching and Confiscation' policy which is informed by the DfE (Department for Education) 'Searching, screening and confiscation at school' guidance. The Senior Deputy Head and DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our behaviour policy. The Senior Deputy Head or DSL (or deputy) will then consider the circumstances of the pupil 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:

- listen carefully to the child, reflecting 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.
- record the concern using the facts as the child presents them, in line with school record keeping requirements.
- inform the DSL (or deputy), as soon as 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.

The school will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
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, Family 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.

'Family 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.

- If family 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.
- Where Intensive Support Family help (provided by ICS, outlined in the KSCMP support levels guidance) is appropriate, the DSL (or deputy) will make a 'request for support' via the Kent Children's Services Portal.
- Staff, including the DSL, may be required to work with other agencies and professionals in an family help assessment.
- The DSL will keep all Family 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.

- The school recognise that in situations where there is 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.
- 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 the overall 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 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.
- 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, 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 to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school 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 Recording concerns

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding system (CPOMS) and passed without delay to the DSL.

Staff, visitors, contractors, and volunteers who do not have access to CPOMS should exhaust the list below to ensure the concern is passed on and recorded.

- Use the safeguarding email address (safeguarding@kings-school.co.uk)
- Record the concern together with a member of staff who has access to CPOMS
- Call a member of the safeguarding team and discuss the concerns in person.

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 subjective 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.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

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. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, 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 receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs), will be made aware of relevant information as required.

Where a pupil 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, and if so, if the files have been sent.

3.4 multi-agency working

The school recognises the pivotal role we must 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.'

The school's leadership team, governing body and DSL 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.

The school 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 family help multi-agency meetings.

The school 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 Head 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 and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

3.5 Confidentiality and information sharing

The school 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.

Where possible, the school will hold more than one emergency contact number for each pupil. There is an expectation that emergency contact information will be held for both parents and/or guardians, unless doing so would put a child at risk of harm.

The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR (General Data Protection Regulation)) places duties on schools 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.

- The school has an appropriately trained Data Protection Officer (DPO) as required to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- **Sally Gladwell, Director of Compliance (s.brightwell@kings-school.co.uk)**
- All staff will be provided with training and information to ensure they have due regard to the relevant data protection principles, which allow them to share and/or withhold personal information.
- 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.

The Head and DSL will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential. Staff also have a 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.

Regarding confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. 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.

3.6 Complaints

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

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, 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 the school will take all concerns reported to the school 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

The school 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 leaders and staff who work directly with children will read Annex A 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 the school recognise that children can abuse other children; this is known as child-on-child abuse and can happen both inside and outside of school and online.

The school 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). The school recognises that child-on-child abuse is a whole-school safeguarding issue. Early intervention and preventative strategies are central to the school's safeguarding approach. Through effective safeguarding practices, staff vigilance, and a curriculum that promotes healthy relationships, respect, consent, and appropriate behaviour, the school aims to prevent child-on-child abuse, identify concerns at the earliest opportunity, and respond promptly and effectively when incidents occur.

The School recognises that incidents of child-on-child abuse must be managed through both safeguarding and, where appropriate, behavioural or disciplinary processes. Any response will prioritise the safety and welfare of all children involved, ensuring that appropriate support is provided to the child who has experienced harm and to the child whose behaviour has caused harm, taking into account their individual needs, circumstances, and any underlying vulnerabilities.

The school 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.

The school 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, the school will:

- Implement a robust anti-bullying and behaviour policy
- Provide age-appropriate Life Matters curriculum
- Train staff to recognise, report, and appropriately challenge unacceptable behaviour
- Provide a range of reporting mechanisms such as the online reporting system and the safeguarding email address

The school 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 policies, including child protection, anti-bullying, and behaviour. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Concerns about pupils' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils and parents/carers/guardians. 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.

Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:

- Taking reports seriously
- Listening carefully
- Avoiding victim blaming
- Providing appropriate pastoral support
- Working with parents/carers/guardians
- Reviewing educational approaches
- Following procedures as identified in other policies

4.2 Child-on-child sexual violence and sexual harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the school will follow the guidance outlined in Part five of KCSIE.

The school recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' The school 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 are 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 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.

The school recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils that avoids alarming or distressing them.

The school 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, 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 and where necessary will be referred to Integrated Children's Services (Family 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.
- understanding intra familial harms and any necessary support for siblings following incidents.
- whether there are any ongoing risks to the victim, other children, adult students, or school staff.
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school will in most instances engage with both the victim's and alleged perpetrator's parents/carers/guardians 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/guardian will put a child at additional risk. Any information shared with parents/carers/guardians 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 Child-to-Parent/Carer Abuse

The School recognises that abuse within families can be perpetrated by children and young people towards their parents, carers, or other family members. Child-to-parent/carer abuse refers to a pattern of behaviour by a child that is physically, emotionally, psychologically, financially, or coercively abusive towards a parent, carer, or other family member.

Child-to-parent/carer abuse may include, but is not limited to:

- Physical violence, threats of violence, or damage to property.
- Verbal abuse, intimidation, humiliation, or persistent disrespect.
- Emotional or psychological abuse, including manipulation, controlling behaviour, or placing unreasonable demands on family members.
- Coercive or controlling behaviour designed to dominate, frighten, or gain power over others within the family.
- Financial abuse, including theft, extortion, or misuse of a family member's money or possessions.

The School understands that child-to-parent/carer abuse can have a significant impact on the wellbeing and safety of those affected and is often associated with a range of safeguarding concerns, vulnerabilities, and unmet needs. It may occur alongside other forms of abuse, trauma, neglect, mental health difficulties, special educational needs and disabilities (SEND), exploitation, or adverse childhood experiences.

Where concerns regarding child-to-parent/carer abuse are identified, the School will consider the behaviour within a safeguarding context and will work in partnership with parents/carers and relevant agencies to assess and address risk. The School will seek to ensure the safety and wellbeing of all family members while recognising that the child displaying abusive behaviour may also require safeguarding support and intervention.

Any concerns relating to child-to-parent/carer abuse should be reported to the DSL (or deputy) without delay and will be managed in accordance with the School's safeguarding procedures, local safeguarding partnership arrangements, and statutory guidance.

4.4 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 young people 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 (UK Council for Internet Safety) Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidanceguidance 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

The school 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:

- to report any concerns to the DSL immediately.
- 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.
- not to delete the imagery or ask the child to delete it.
- to avoid saying or doing anything to blame or shame any children involved.
- 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.
- not to investigate or ask the child(ren) involved to disclose information regarding the imagery
- to not share information about the incident with other members of staff, children/young people, 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:

- 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.
- 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.
- All decisions and action taken will be recorded in line with our child protection procedures.
- 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, 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.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed later.
- If DSLs are unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.5 AI generated Imagery

The School recognises that advances in artificial intelligence (AI) present emerging safeguarding risks for children and young people. In line with KCSIE 2026, AI-generated content, including manipulated, synthetic, or "deepfake" images, audio, and video, may be used to facilitate bullying, harassment, child-on-child abuse, exploitation, intimidation, impersonation, reputational harm, and the creation or sharing of intimate images without consent. Such

behaviour can have a significant impact on the safety, wellbeing, dignity, and privacy of those affected.

The School will adopt a whole-school approach to raising awareness of AI-related risks through safeguarding education, online safety teaching, staff training, and appropriate filtering and monitoring systems. Pupils will be supported to understand how AI technologies can be used responsibly and how to identify, report, and respond to harmful or misleading AI-generated content.

The creation, possession, sharing, or distribution of AI-generated or digitally manipulated content that is intended to harm, humiliate, harass, intimidate, exploit, or deceive another person is strictly prohibited. This includes the creation or sharing of AI-generated intimate images, “deepfakes,” or other synthetic media involving children, staff, or members of the wider community. Such incidents will be treated as safeguarding concerns and may constitute child-on-child abuse, sexual harassment, image-based abuse, or other forms of harmful behaviour.

Any concerns relating to the misuse of AI technologies or AI-generated content must be reported immediately to the DSL or a Deputy. The School will assess and respond to incidents in accordance with its safeguarding procedures, online safety arrangements, behaviour policy, and relevant statutory guidance. Where appropriate, referrals will be made to Children's Social Care, the Police, or other relevant agencies.

Further information can be found in the School’s Online Safety Policy, Acceptable Use Policy, Behaviour Policy, and Taking, Storing and Sharing Images Policy.

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

The School 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.

The school 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 vastly 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).

The school 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.

4.7 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 notable 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.

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.

4.8 Modern Slavery

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.

Exploited children may not recognise themselves as victims and should be treated as such regardless of apparent consent. 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.

4.9 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 FGM, there is a specific legal reporting 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 on a girl.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, 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 Children's Services should be informed as appropriate.

4.10 Preventing radicalisation

The school recognises that children may be susceptible to radicalisation into terrorism through a variety of sources including online. Staff are encouraged to challenge opinions and views that could have stemmed from mis-information, dis-information, fake news and conspiracy theories whilst encouraging critical thinking amongst the school community.

The school is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA (Counter Terrorism Security Advisor) 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.

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.

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 regarding making a Prevent referral. If there is an immediate threat to safety, the police will be contacted via 999.

4.11 Cybercrime

The school recognises that children with 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 young people 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.

The DSL may also seek advice from Kent Police and/or the Front Door Service

4.12 Domestic abuse

The school 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 distinct 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 comprehensive approach which considers 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.

The school 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.

4.13 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.

4.14 Faith Based and Targeted Abuse

The school recognises that prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, can have a significant impact on a child's welfare, wellbeing, development and sense of safety. We understand that faith-targeted abuse and discrimination are safeguarding concerns in their own right and may affect a child's emotional health, attendance, engagement and ability to learn.

As part of our commitment to creating an inclusive, respectful and anti-discriminatory culture, all staff are expected to identify, challenge and respond appropriately to incidents of racism, faith-based prejudice, discriminatory language, stereotyping, harassment or abuse. Such concerns will be taken seriously, recorded, monitored and addressed in line with the school's safeguarding and behaviour procedures. Through education, positive relationships and a culture of respect for diversity, the school seeks to ensure that all pupils are protected from prejudice-based harm and feel safe, valued and included regardless of their faith, religion, belief, ethnicity, culture, disability, sex, gender reassignment or any other protected characteristic.

5. Supporting Children Potentially at Greater Risk of Harm

Whilst **all** children should be protected, The School acknowledge that some groups of children are potentially at greater risk of harm.

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

The school 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.

The school 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 disability. Staff will be mindful that children with SEND, or certain

medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENCO (Special Educational Needs Co Ordinator) to plan support as required.

5.2 Children requiring mental health support

The school has a key role to play in supporting the mental health and wellbeing of our pupils. 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, staff should:

- Speak to the pupils House Team, Health Centre Team, the Deputy Head (Pastoral) or the DSL (or deputy)
- Record on CPOMS whereby the concern can be tracked by relevant staff.

Age/ability appropriate education will be provided to our pupils to help promote positive health, wellbeing, and resilience within the Life Matters curriculum.

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 will hold more than one emergency contact number for each pupil, 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.

Where the school 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 (Pupil Referral Units), Inclusion and Attendance Service (PIAS).

5.4 Elective Home Education (EHE)

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/guardians and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.5 Children who may benefit from Family help

Any child may benefit from family help, but all staff should be particularly alert to the potential need for family help for a child who:

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

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

5.6 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 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 decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.7 Looked after children, previously looked after children and care leavers

The school recognises the common reason for children becoming looked after is because of abuse, neglect, and/or exploitation, and a previously looked after child also potentially remains vulnerable.

The school has appointed a 'designated teacher' (the deputy head, Pastoral) 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.

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 the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.

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.

5.8 Children who are Lesbian, Gay, Bisexual, or Gender Questioning/Trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, the school recognises that children who are LGBT or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.

When supporting a trans or gender questioning child, the school will consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally 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 the risk of bullying.

The school recognises risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT education is included within our Life Matters 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.

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. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with children.

Where private fostering arrangements come to the attention of the school, we must notify Kent Integrated Children's Services in line with the local KSCMP arrangements to allow the local authority to check the arrangement is suitable and safe for the child.

5.10 Children with Medical Conditions

The School recognises that pupils with medical conditions, including allergies and severe allergies (anaphylaxis), may be particularly vulnerable and require additional safeguarding, care, and support to ensure their safety, wellbeing, and full participation in school life.
The School is committed to meeting its statutory duties and ensuring that pupils with medical conditions are properly supported so that they can access education safely and achieve their full potential. The School understands that medical conditions may have a significant impact on a child's physical health, emotional wellbeing, attendance, learning, participation in activities, and overall welfare.
The School will:

- Work in partnership with pupils, parents/carers, healthcare professionals, and other relevant agencies to understand and meet each pupil's individual medical needs.
- Ensure that appropriate arrangements are in place to support pupils with medical conditions, including allergies, asthma, diabetes, epilepsy, and other long-term or complex health needs.
- Develop and implement individual healthcare plans where appropriate, setting out the support required, medication arrangements, emergency procedures, and staff responsibilities.
- Ensure that relevant staff are informed of a pupil's medical needs and receive appropriate training to enable them to respond effectively and confidently.
- Maintain appropriate arrangements for the safe storage, administration, and recording of medication.
- Ensure that emergency medication, including adrenaline auto-injectors prescribed for pupils at risk of anaphylaxis, is readily accessible and available whenever required.
- Take reasonable steps to reduce known risks and triggers for pupils with allergies whilst recognising that absolute avoidance cannot always be guaranteed.
- Support pupils to participate fully in educational visits, enrichment activities, sporting events, and all aspects of school life, unless a specific risk assessment identifies otherwise.

The School recognises that pupils with medical conditions may be vulnerable to bullying, discrimination, social isolation, or emotional distress. Any concerns regarding a pupil's welfare, attendance, mental health, neglect of medical needs, or inappropriate treatment by others will be managed in accordance with the School's safeguarding procedures.

Where a pupil's medical condition gives rise to safeguarding concerns, or where there is reason to believe that a child's health needs are not being appropriately met, the DSL, in liaison with

the Health Centre Manager and Deputy Head, Pastoral will consider whether additional support, early help, or a referral to Children's Social Care is required.

All staff have a responsibility to be aware of pupils with medical conditions, follow agreed healthcare plans, and act immediately in an emergency. Concerns regarding a pupil's health, safety, or wellbeing must be reported to the DSL or an appropriate senior member of staff without delay.

5.11 Pupils who are Pregnant or Teenage Parents

The School recognises that pupils who are pregnant, expecting a child, or who are teenage parents may be vulnerable and may require additional support to safeguard their welfare, education, health, and wellbeing. The School will take a child-centred approach, ensuring that the needs, wishes, and best interests of the pupil remain central to all decision-making.

The School is committed to providing a supportive, inclusive, and non-judgemental environment that enables pregnant pupils and teenage parents to continue their education and achieve their potential. No pupil will be treated less favourably because they are pregnant or a parent.

Where a pupil discloses that they are pregnant or are a parent, the School will consider whether there are any safeguarding concerns that require assessment. This may include consideration of:

- The age of the pupil and the circumstances surrounding the pregnancy.
- Whether there are concerns regarding exploitation, grooming, coercion, abuse, or an imbalance of power within a relationship.
- The physical and emotional wellbeing of the pupil.
- Attendance, engagement, and educational needs.
- Any additional vulnerabilities, including SEND, mental health needs, domestic abuse, family difficulties, or involvement from other agencies.

The DSL, in liaison with the Health Centre Manager and Deputy Head, Pastoral will work with the pupil, parents/carers (where appropriate), health professionals, and relevant external agencies to ensure that suitable support is in place. The School will give due regard to confidentiality while recognising that safeguarding concerns must always be shared with relevant professionals where a child is at risk of harm or in need of additional support.

Where there is reason to believe that a pupil has been subjected to abuse, exploitation, sexual violence, sexual harassment, coercive behaviour, or any other safeguarding concern, the School will respond in accordance with its Child Protection and Safeguarding procedures and, where appropriate, make referrals to Children's Social Care, health services, or the Police.
The School will make reasonable adjustments to support pregnant pupils and teenage parents in continuing their education. This may include:

- Individual support plans.
- Flexible arrangements to support attendance and learning.
- Pastoral and wellbeing support.
- Liaison with healthcare professionals and external agencies.
- Support with reintegration following maternity leave or periods of absence.

Staff should remain professionally curious and alert to any indicators that a pregnant pupil or teenage parent may be experiencing harm, neglect, exploitation, domestic abuse, financial

hardship, mental health difficulties, or other vulnerabilities which may require safeguarding intervention.

Any concerns regarding the welfare of a pregnant pupil, teenage parent, or their child must be reported to the DSL or Deputy DSL without delay and will be managed in accordance with the School's safeguarding procedures.

5.12 Pupils who are 18 and 19 years old

Some sixth form pupils may be legally adults (18 or 19 years old), often due to factors such as EHCPs or international education systems. All pupils, regardless of age, are subject to school rules, but the differing maturity levels of older pupils are considered in safeguarding practices. Individual risk assessments will be conducted for these pupils, especially those who may be more vulnerable (e.g. SEND, care-experienced, mental health concerns, or gender questioning).

The school recognises the importance of carefully managing interactions between older and younger pupils, particularly in settings where they work or live in close proximity. To ensure the safety and well-being of all members of the school community, the Designated Safeguarding Lead will work closely with relevant staff to conduct thorough risk assessments. These assessments will consider individual pupil profiles, contextual factors, and procedural safeguards. Appropriate measures will be implemented to mitigate any identified risks and to promote a safe, respectful, and inclusive environment for all.

6. Online Safety

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

The school 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.

Further information can be found in the Online Safety policy on the school website or the staff handbook.

6.1 Policies and procedures

The DSL is responsible for online safety within the school but will liaise with other staff members, for example, IT technicians and curriculum leads as needed.

The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Online Safety policy and behaviour policies.

- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

The school uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet, and email systems.

- All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

The school recognises that generative artificial intelligence (AI) tools may have many uses which could benefit our school community. However, it is important to recognise that AI tools can also pose risks; this is including, but not limited to, bullying and harassment, abuse and exploitation (including child sexual abuse), privacy and data protection risks, plagiarism and cheating, and inaccurate, harmful and/or biased material, and additionally its use can pose moral, ethical and legal concerns.

- Staff and pupils will be made aware of the benefits and risks of using AI tools;
- Staff are required to carry out a risk assessment and seek written approval from the senior leadership team prior to any use of AI in school.
- The school will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour and child protection.
- Where the School believe that AI tools may have facilitated the creation of child sexual abuse material, including the sharing of nude/semi-nude images by children, the school will respond in line with the UKCIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local KSCMP guidance.

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

No filtering and monitoring system can be 100% effective. The school recognises this and incorporates a comprehensive approach to filtering and monitoring which includes a suitable IT system, education, interventions, support, and behaviour management.

The school will do all we can to limit children's exposure to online harms through school provided devices and networks and in line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.

When implementing appropriate filtering and monitoring systems, the school will seek to avoid "over blocking" by balancing the provision of a safe online environment for pupils with the need to support effective teaching, learning, and access to educational resources.

Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety and we recognise that we cannot rely on filtering and monitoring alone to safeguard our pupils; effective safeguarding practice, robust policies, appropriate classroom/behaviour management and regular education/training about safe and responsible use is essential and expected.

To ensure our pupils are safe online:

- Pupils will be restricted to appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.
- Internet use will be supervised by staff during academic hours as appropriate to pupils age, ability, and potential risk of harm.
- Appropriate monitoring systems are in place outside of the academic working day and are overseen by the safeguarding team.

6.2.1 Responsibilities

Our governing body 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 concerns when identified.

The DSL, a member of the senior management team, and safeguarding governor, are responsible for ensuring that our school/college has met the DfE filtering and monitoring standards for schools and colleges.

Our senior management team are responsible for

- procuring filtering and monitoring systems in consultation with the School's IT Steering Committee.
- 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 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 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 and parents/carers are responsible for following this policy to report and record any filtering or monitoring concerns.

6.2.2 Decision making and reviewing our filtering and monitoring provision

When procuring and/or making decisions about our filtering and monitoring provision, our senior management team works closely with the DSL and the IT staff. Decisions have been recorded and informed by an approach which ensures our systems meet our school specific needs and circumstances, including but not limited to our pupil risk profile and specific technology use.

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

Our school undertakes at least an annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community.

In addition, our school undertakes regular checks on our filtering and monitoring systems, which are logged and recorded, to ensure our approaches are effective and can provide assurance to the governing body that we are meeting our safeguarding obligations.

6.2.3 Appropriate filtering

The school's filtering and monitoring infrastructure includes:

- Securly which provides age-appropriate web filtering to prevent access to harmful online content.
- Fastvue Reporter which reports and analyses on network layer traffic passing through the school's firewall.
- Senso which provides real-time activity monitoring on school managed devices. Senso also generates alerts for concerning activity and behaviours.
- Prisma Browser which provides filtered web access and online behaviour reports.
- HTTPS Inspection which enables encrypted web traffic to be inspected so that inappropriate content, hidden within secure websites, can be identified and filtered.

Monitoring information is only accessed by authorised personnel for safeguarding, safeguarding investigations, information security, operational management, or compliance purposes, in line with the school's Data Protection, Acceptable Use, and Safeguarding policies.

Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school broadband connection.

Filtering breaches will be reported to the DSL and will be recorded and escalated to technical staff as appropriate and in line with relevant policies.

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 management team.

6.2.4 Appropriate monitoring

We will appropriately monitor internet use on all school managed devices and networks. This is achieved by regular reports on internet usage and notifications if an individual is trying to access blocked content.

All users will be informed that the 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.

If a concern is identified via our monitoring approaches:

- Where the concern relates to pupils, it will be reported to the DSL and will be recorded and responded to in line with our safeguarding procedures.
- Where the concern relates to staff, it will be reported to the Head (or chair of governors if the concern relates to the Head).

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.

6.3 Remote/Online learning

The school will ensure any remote 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 and parents/carers/guardians will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems such as Teams.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and pupils will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and Acceptable Use Policies.

Staff and pupils will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction, and training

The School requires all staff to read Part One of Keeping Children Safe in Education 2026 annually and confirm that they have done so. Designated Safeguarding Leads, deputies, governors, senior leaders and staff involved in recruitment will read and maintain familiarity with the relevant additional sections of KCSIE 2026 appropriate to their role.

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 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.

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.

Online safety training for staff will be integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

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.

The school recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns daily, and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies.

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.
The DSL and Head will provide an annual report to the governing body 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

The school 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 code of conduct policy.

The DSL will ensure that all staff (including contractors) and volunteers are aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

Staff will be made aware of the school 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 policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

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 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.

7.4 Statutory Information Sharing Duty

The School recognises its duties under Section 16LA of the Children Act 2004, as amended by the Children's Wellbeing and Schools Act. The School will share information where it considers the information may assist another relevant agency to assess risk, assess need, make decisions, provide support or take action to safeguard and promote the welfare of a child. This applies to both child protection concerns and emerging welfare concerns, including early help and preventative support.

Appropriate information sharing may involve a variety of school staff which include, but are not limited to:

- DSL
- Deputy DSLs
- Housemaster/ Housemistress
- Boarding staff
- Medical Centre staff
- Pastoral leaders
- SENCO
- Relevant senior managers

When considering if information should be shared, staff are directed to consider:

- Relevance
- Whether sharing may facilitate safeguarding functions
- Whether sharing would be more detrimental to the child than not sharing

Not sharing should be rare and only occur where sharing would be more detrimental to the child. Examples include:

- Immediate risk arising from disclosure
- Compromising a police investigation
- Breaching a Family Court order

Parental objection, absence of consent, fear of complaint, professional discomfort, or data protection concerns alone are not valid reasons for withholding information.

https://www.gov.uk/government/publications/information-sharing-to-safeguard-children-and-young-people

8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

The school 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 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.
The school will follow Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS).
The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.
The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

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

The school 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 the school/college places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will need to satisfy ourselves that the provider can meet the needs of the pupil.

The school will obtain written confirmation 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. The school will also conduct regular visits to the alternative provision including half termly reviews of the arrangement.

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).

Any concerns or allegations about staff will be recorded and dealt with in line with Part four of KCSIE and local Kent allegations arrangements. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.
Where the Head is unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds,' advice will be sought via the Local Authority Designated Officer (LADO).

In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the Head (and if they have been involved, the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

In the situation that the school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (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'

The School 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 Head 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 Head, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

8.2.2 Concerns that do not meet the 'harm threshold'

The school may also need to act in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff code of conduct and 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.

The School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school 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 are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

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 may have acted in a way that is inconsistent with our 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. Low-level concerns may arise in several ways and from several sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or because 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 with the DSL.

- Where low-level concerns are reported to the school, the Head will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- The Head will share concerns and liaise with the LADO enquiries officer.
- 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.
- If the school 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.

- 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).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO and following our disciplinary/HR procedures.

8.3 Safe Culture

As part of our safeguarding responsibilities, the school actively promotes an inclusive, respectful and anti-discriminatory culture in which all members of the school community feel safe, valued and able to thrive. We have created and embedded a culture of openness, trust and transparency where our values, expectations and standards of behaviour, as set out in our Code of Conduct, are consistently demonstrated, monitored and reinforced by all staff, including supply teachers, volunteers and contractors. We recognise that safeguarding is everyone's responsibility and that an inclusive environment helps to protect children from harm, discrimination, abuse and prejudice. All concerns, including those relating to equality, inclusion, discrimination or the welfare of pupils, are taken seriously and acted upon promptly, appropriately and in line with safeguarding procedures. Through strong relationships, effective listening, professional curiosity and a commitment to promoting positive behaviour and respect, we ensure that pupils know they will be heard, supported and protected.

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 safeguarding regime. The leadership team at the school will take all concerns or allegations received seriously.

All members of staff are made aware of the school Whistleblowing procedure. 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.

The School 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, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

9. Opportunities to Teach Safeguarding

The school 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 Life Matters, assemblies, and specific training for pupils in positions of responsibility.

We recognise that school 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 have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

The school recognises the crucial role we must play in preventative education. Preventative education is most effective in the context of a whole school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

The school has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school 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.

The school 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 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.

10. Physical Safety

10.1 Use of 'reasonable force'

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children from harm. Further information regarding our approach and expectations can be found in the Restrictive Interventions including the Use of Reasonable Force policy and is in line with the DfE 'Use of reasonable force in schools' guidance.

10.2 The use of school premises by other organisations

Where our school 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 staff, our existing arrangements for child protection, including this policy, will apply.
Where services or activities are provided separately by another body using the school facilities/premises, the Head and governing body 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 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 become known.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

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

11 Local Support

All members of staff in the school are made aware of local support available.

- **Kent Integrated Children's Services/ Children's Social Work Services**
  - Childrens Portal (kent.gov.uk)
  - Front Door Service: 03000 411111
  - Out of Hours Number: 03000 419191

- **Local Family help and Preventative Services and Family Hubs**
  - Family help and Preventative Services - KELSI
  - Family help contacts - KELSI
  - Kent Family Hubs - Kent County Council

- **Kent Police**
  - 101 or 999 if there is an immediate risk of harm

- **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

- **Local Authority Designated Officer (LADO) - KSCMP**
  - Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership
    LADO Education Safeguarding Advisory Service (LESAS) - KELSI
  - **All inquiries to the LADO must be submitted via the online LADO Education Safeguarding Advisory Service (LESAS) enquiry form;**
    LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form

  After the LESAS form is submitted, a LESAS representative will contact the staff member who submitted the request.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, 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.

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving an elevated level of violence, whether 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

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 as far 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 because 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 care-givers); 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

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

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

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 Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

- Council for Disabled Children: https://councilfordisabledchildren.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

- 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

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It is 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
- Multi-agency practice principles for responding to child exploitation and extra-familial harm: https://tce.researchinpractice.org.uk/

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

- 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
- Disrespect Nobody: www.disrespectnobody.co.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

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.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

Mental Health

- Mind: www.mind.org.uk
- Mood spark: 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/