Safeguarding and Child Protection Policy

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Dated	September 2026
Date of next review	September 2027

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What to do if you have a welfare concern in Madginford Primary School

Why are you concerned?

For example:

- something a child has said, such as an allegation, disclosure or comment that causes concern
- changes in appearance, presentation, behaviour, emotional wellbeing or attendance
- unexplained injuries, marks or bruises
- witnessed or reported concerning, harmful or inappropriate behaviour, including online
- concerns linked to family circumstances, peer relationships or wider community context

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

Follow the school procedure:

- Reassure the child and listen carefully; do not promise confidentiality
- Use open questions if needed, for example, **TED**: **T**ell, **E**xplain, **D**escribe
- Record facts and not opinions, using the child's own words where possible
- Sign and date your record and report to the DSL: seek support for yourself as required

Inform the Designated Safeguarding Lead(s) (Claire Allen / Lisa Stamp)

- If a child is at risk of immediate harm, is unsafe to go home, or requires urgent protection, make an urgent Request for Support to the Front Door Service via the Kent Children's Portal and/or call the Police on 999.
- If there is no immediate risk of harm, consider what support is needed in line with the Kent Support Level Guidance and KSCMP procedures. This may include internal support, signposting to community based early help services, contacting the Police, reporting allegations against staff to the LADO, or making a Request for Support to the Front Door Service via the Kent Children's Portal.
- If the [school/college] believes a child may need support but is unclear whether a Request for Support is required, advice can be sought through a consultation from the Front Door Service via **03000 411 111**
- If support is required out of working hours, contact the Out of Hours Service via **03000 41 91 91**.

If you are unhappy with the response:

DSLs/Staff:

- Follow the school's whistleblowing procedures – see school website for information
- Follow Kent safeguarding partnership escalation procedures.

Pupils or Parents:

- Follow school complaints procedures [https://www.madginfordprimaryschool.co.uk/attachments/downlo

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

Monitor

Be clear about:

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

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

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

Child Focused Approach to Safeguarding

Introduction

Madginford Primary School recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is **everybody's responsibility** and everyone has a role to play in keeping children safe. This includes staff, volunteers, governors, leaders, parents/carers, wider family networks and pupils.

Madginford Primary School believes that the best interests of children always come first. All children, defined in law and in this policy as anyone under the age of 18, have a right to be heard, protected and supported. This policy applies to all children, including those living with birth parents or extended family, children in kinship care, adopted children, looked after children, previously looked after children and care leavers. Where safeguarding concerns relate to pregnancy, staff will also consider the help, support and protection needs of unborn children.

All children have equal rights to protection, regardless of age, sex, ability, culture, race, language, religion, belief, sexual orientation or identity. Madginford Primary School is committed to creating and maintaining an inclusive, anti-discriminatory safeguarding culture. Staff are expected to recognise and challenge racism, discrimination and prejudice, and to consider how these experiences may affect children's safety, welfare and access to support.

Staff at Madginford Primary 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. If any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

This policy applies to child protection concerns relating to children who attend school. It may also apply to other children connected to the school, such as siblings, children on student or work placements, or members of staff who are under the age of 18.

Madginford Primary School recognises the importance of providing an ethos and environment where children are safe and feel safe. Children will be respected, listened to and encouraged to talk openly. Their wishes and feelings will be taken into account when deciding what safeguarding action to take and what support to provide.

Madginford Primary School recognises that children's behaviour, presentation and experiences should be understood in context. Staff will take a trauma-informed and child-centred approach, considering the possible root causes of behaviour and the impact of abuse, neglect, exploitation, discrimination, adversity and wider contextual or extra-familial harm.

Our core safeguarding principles are:

- **Prevention:** providing a positive, supportive and safe culture, curriculum and pastoral opportunities for children, alongside safer recruitment procedures.
- **Protection:** following agreed procedures and ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns
- **Support:** adopting a child-centred approach and providing appropriate support for pupils, parents/carers and staff, including specific interventions for those who may be at risk of harm.
- **Collaboration:** working with parents/carers, where safe and appropriate, and with other agencies to ensure timely, proportionate and effective safeguarding action is taken.

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' 2026.

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) 2026
- Working Together to Safeguard Children (WTSC) 2026
- Early Years and Foundation Stage Framework (EYFS) 2026
- Ofsted: Education Inspection Framework 2026
- Framework for the Assessment of Children in Need and their Families, 2000
- Kent and Medway Safeguarding Children Procedures
- The Education Act 2002
- Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015
- The Human Rights Act 1988
- The Equality Act 2010 (including the Public Sector Equality Duty)
- Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 – referred to collectively as 'data protection laws'

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

Madginford Primary 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.

Definition of safeguarding

In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

Child protection is part of safeguarding and promoting the welfare of children. It refers to the activity 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.

Madginford Primary School understands that significant harm is the threshold used to determine when statutory child protection intervention may be required. Under the Children Act 1989, "Harm" is the "ill

treatment or the impairment of the health or development of the child". Harm can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child". There are no absolute criteria for determining significant harm. Significant harm may arise from a single serious incident or from a pattern of acute, longstanding, chronic or cumulative concerns which impair a child's health or development.

Madginford Primary School recognises that safeguarding concerns are rarely isolated. Children may experience multiple and overlapping harms, including abuse, neglect, exploitation, online harms and extra-familial harm. Our safeguarding response will consider the full context of a child's lived experience, including their relationships, family circumstances, peer groups, community, online activity and wider environment.

Safeguarding includes a wide range of issues including, but not limited to:

- abuse and neglect
- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- child-on-child abuse
- children absent from education, missing from education, home or care
- children with family members in prison or affected by parental offending
- contextual safeguarding and extra-familial harm
- domestic abuse
- drugs and alcohol misuse
- exploitation, including child sexual exploitation and child criminal exploitation, group-based exploitation, county lines, gangs, serious violence, trafficking and modern slavery
- fabricated or induced illness
- gender-based abuse and violence against women and girls
- hate, discrimination and harmful prejudice
- homelessness
- honour or faith-based abuse, including Female Genital Mutilation and forced marriage
- mental health concerns
- online abuse and technology-assisted harm, including making or sharing nudes or semi-nudes
- preventing radicalisation and extremism
- private fostering
- sexual violence, sexual harassment, harmful sexual behaviour and relationship abuse

Further information about specific safeguarding issues can be found in Part one and Annex A of Keeping Children Safe in Education.

Related safeguarding policies

This policy is one of a series in the Madginford integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- Behaviour, including behaviour management and use of physical intervention
- Staff/Pupil Code of conduct/Behaviour policy
- Online safety
- Social media
- Mobile and smart technology
- Anti-bullying
- Data protection and information sharing
- Image use
- Relationship and Sex Education (RSHE)
- Personal and intimate care
- Health and safety

- Attendance
- Risk assessments (e.g. school trips, use of technology,)
- First aid and accidents
- Managing allegations against staff
- Staff behaviour policy/code of conduct, including Acceptable Use of Technology Policies (AUP)
- Safer recruitment
- Whistleblowing
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium
- "What to do if you are worried a child is being abused" – DfE, March 2015
- Early Years Foundation Stage 2021 Welfare Requirements
- Department for Education's (DfE) guidance on the use of generative artificial intelligence (AI) in schools and colleges.
- DfE Working together to improve attendance, which is now statutory.
- DfE guidance on Relationships, Sex and Health Education (RSHE) that was updated for July 2025.

These documents can be found online.

Policy compliance, monitoring and review

Madginford Primary School will review this policy at least annually and update it as needed, so that it remains current and reflects safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be updated following relevant national or local guidance changes, significant safeguarding events or learning, and any changes to school procedures.

All staff, including temporary staff, agency staff and volunteers, will be provided with access to this policy and Part one of the current version of Keeping Children Safe in Education. Staff will be expected to read and understand the relevant information as part of induction and ongoing safeguarding training. These documents can be found in the staff room and on the school website.

The governing body, working with the senior leadership team and DSLs, will ensure mechanisms are in place to support all staff to understand and discharge their safeguarding roles and responsibilities as set out in Part one of KCSIE.

Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. These policies can also be viewed via the school website: http://www.madginfordprimaryschool.co.uk

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

The Designated Safeguarding Leads and headteacher will ensure regular reporting on safeguarding activity and systems and themes to the governing body. Reports will support effective oversight and challenge but will not include details that identify individual pupils or families, unless this is required for a specific safeguarding purpose and is lawful and appropriate.

Key Responsibilities

Governance and leadership

The governing body and leadership team have strategic responsibility for the school safeguarding arrangements and will ensure they comply with their duties under legislation and Keeping Children Safe in Education.

The governing body will ensure there is a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development, and that all systems, processes and policies operate with the best interests of the child at their heart.

The governing body and leadership team will ensure appropriate policies and procedures are in place so that timely action is taken to safeguard and promote children's welfare. The headteacher will ensure that these policies and procedures are understood and followed by all staff.

The governing body will have regard to 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, including staff, pupils, parents/carers and other family members, who are identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

For further information about our approaches to equality, diversity, and inclusion, please access our websites.

The governing body and leadership team will promote an inclusive, anti-discriminatory safeguarding culture and ensure staff are supported to identify, understand and challenge racism, discrimination and disproportionality in safeguarding practice.

The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead (DSL). They will ensure the DSL and any deputies have the appropriate status, authority, time, funding, training, resources and support to carry out the role effectively.

The school has a nominated governor for safeguarding. They will provide appropriate oversight and challenge, including whether safeguarding policies are effective, interlink with other relevant policies, reflect local procedures and are reviewed at least annually and updated when required.

Designated Safeguarding Lead (DSL)

The school has appointed Claire Allen, Head of School (EYFS/KS1), and Lisa Stamp, Head of School (KS2), members of the senior leadership team, to act as our Designated Safeguarding Leads (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

The school has also appointed Deputy DSLs who are trained to the same standard as the DSL and will have delegated responsibilities to act in the DSLs absence:

- Matthew Roper, Year Head
- Phil Hollamby, Year Head
- Helen Ralph, Year Head
- Jonathan Bevan, Year Head
- Sam Perkins, Year Head
- Jo Cross, Year Head
- Sam South, Year Head

For the purposes of this policy, references to the DSL, includes the DSL and any appropriately trained deputies, however, Madginford Primary School recognises that whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility will not be delegated.

The DSLs are most likely to have a complete safeguarding picture and are the most appropriate people to advise staff on the response to safeguarding concerns.

The DSL will carry out their role in line with Annex B of KCSIE. This includes, but is not limited to:

- managing referrals to the Front Door Service, the police, the Channel program, the Disclosure and Barring Service and other agencies as required.
- working with others, including the headteacher, senior leaders, relevant staff, social workers, early help services, Family Help workers, local authority services and other safeguarding partners.
- acting as a source of support, advice and expertise for all staff.
- maintaining a confidential recording system for safeguarding and child protection concerns.
- coordinating safeguarding action for individual children, including children who need a social worker, children receiving early help, children who are looked after or previously looked after, and children subject to child protection or child in need plans.
- ensuring the school contributes to multi-agency safeguarding arrangements and is appropriately represented at relevant safeguarding meetings.
- ensuring locally established procedures, including Kent Safeguarding Children Multi-Agency Partnership procedures are followed as necessary.
- promoting educational outcomes by sharing relevant welfare, safeguarding and child protection information with teachers and school/college leadership staff, where appropriate.
- taking lead responsibility for online safety, including understanding filtering and monitoring systems and processes.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- ensuring staff access appropriate safeguarding and child protection training, including online safety, and receive regular safeguarding updates.
- keeping the headteacher informed of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- being aware of the requirement for children to have an Appropriate Adult where there is a need for police detention, treatment or questioning.
- ensuring child protection files are kept up to date, stored securely and transferred appropriately when a child moves setting.

During term time, the DSL will be available during school hours for staff to discuss safeguarding concerns.

The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSLs knowledge and skills will be refreshed at regular intervals, and at least annually, to keep up with developments relevant to safeguarding and child protection.

Members of staff

All staff have an important role in safeguarding and promoting the welfare of children. They are particularly well placed to observe changes in a child's behaviour, appearance, attendance or wellbeing, identify concerns early, provide help for children 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 systems within school which support safeguarding, including this child protection policy, the safeguarding response to children who are absent from education, and the role of the DSL.
- be aware of the indicators of abuse, neglect and exploitation, so they can identify children who may need help or protection.
- be prepared to identify children who may benefit from support before statutory intervention, including universal services, community-based Early Help, targeted early help through Family Help, and/or statutory support from children's social care, in line with the Kent Support Levels Guidance and local procedures.
- understand the local process for seeking advice and making referrals, including Requests for Support to the Front Door Service, and for statutory assessments under the Children Act 1989, in line with the Kent Support Levels Guidance. This includes where a child may be in need, disabled, or suffering, or likely to suffer, significant harm.
- know what to do if a child tells them they are being abused, neglected or exploited, and understand the impact this can have on a child.
- maintain an attitude of professional curiosity and speak to the DSL if they have any concerns about a child.
- be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- know how to maintain an appropriate level of confidentiality, while understanding that early sharing of information is vital to keeping children safe.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- undertake safeguarding and child protection training, including online safety, and engage with regular safeguarding updates.
- act in line with the school staff behaviour policy/code of conduct and other relevant safeguarding policies.
- where applicable, act in line with the Teachers' Standards, which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession.

Staff at Madginford Primary 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 will not prevent staff from having professional curiosity and speaking to a DSL where they have concerns.

Staff at Madginford Primary School will determine how best to build trusted relationships with children and parents/carers which support appropriate communication and early identification of needs and concerns. This will be achieved in line with relevant school policies, including the staff code of conduct and pupil behaviour policy.

Children

Children have a right to:

- feel safe, be listened to, and have their wishes and feelings taken into account.

- be taken seriously when they raise concerns about abuse, neglect, exploitation or any other safeguarding issue.
- receive appropriate help and support from safe adults.
- safely express their views, share concerns and give feedback about safeguarding arrangements.
- contribute to the development of school safeguarding policies.
- learn how to keep themselves and others safe, including online.

Parents and carers

Parents/carers have an important role in safeguarding and promoting the welfare of their children. They are encouraged to work in partnership with the school and to:

- understand and follow relevant school policies and procedures.
- talk to their children about safeguarding, including online safety, and support the school in their safeguarding approach.
- identify behaviours or changes which may indicate that their child, or another child, may be at risk of harm, including online.
- speak to the school if they have concerns about their child, or another child's, welfare or wellbeing.
- seek advice or support from the school or other agencies if they have concerns about their child, or another child's, safety or wellbeing.

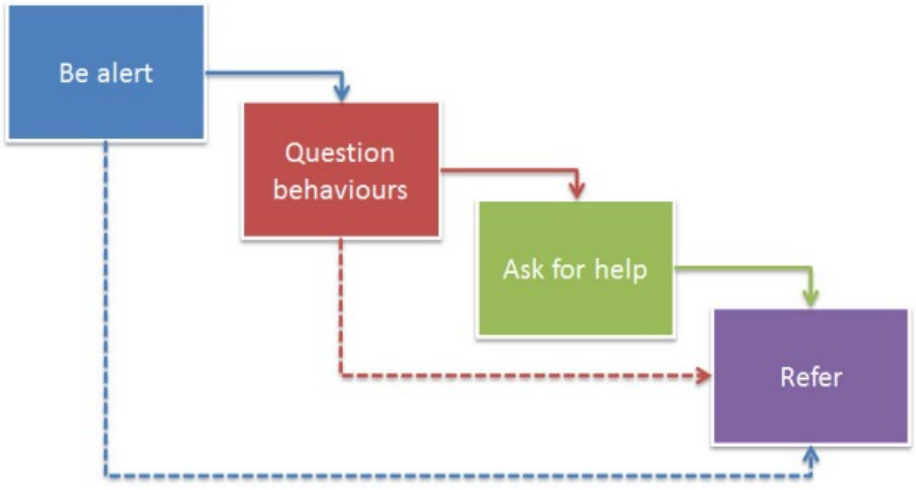
Child Protection Procedures

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 in 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. Staff will also be expected to understand these indicators in line with the Kent Support Levels Guidance.

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



Madginford Primary School recognise that when assessing whether a child may be suffering, be suffering, or is likely to suffer, harm, there are four categories of abuse (further information is included in Appendix 1):

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

By understanding the indicators of abuse, neglect and exploitation, we can identify children who may need help or protection, respond as early as possible, and help ensure children and families receive the right support.
Madginford Primary School recognises that concerns may arise in many different contexts and can vary in nature and seriousness. Indicators of abuse, neglect and exploitation do not automatically mean that a child is being harmed; however, all concerns will be taken seriously and explored by the DSL on a case-by-case basis.

Madginford Primary School] recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label. In many cases, multiple issues will overlap.

All staff will consider whether children may be at risk of abuse, neglect, exploitation or harm in situations outside their families. Madginford Primary School recognises that extra-familial harms can take a variety of forms and that children may be vulnerable to multiple harms, including sexual abuse, sexual harassment and exploitation, domestic abuse within their own intimate relationships, criminal exploitation including financial exploitation, serious youth violence, county lines, online harms and radicalisation. Staff will report any concerns to the DSL in line with this policy, and the DSL will consider the wider context of the child's experiences when assessing risk and support needs.

Madginford Primary School recognises that any child may benefit from support before statutory intervention is required. This may include support from universal services, community-based Early Help, or the targeted early help level of Family Help. Further information about how Madginford Primary School responds to safeguarding and welfare concerns, including requests for support, is set out in section 3.2 of this policy.

All staff will be alert to the potential need for additional support for children who may be more vulnerable or whose circumstances may indicate emerging, escalating or unmet needs. Staff will be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have a statutory Education, Health and Care plan
- has a mental health need
- is a young carer
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines
- is frequently missing or goes missing from education, home or care
- electively home educated
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is attending alternative provision or is attending a Pupil Referral Unit
- is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- 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 or domestic abuse
- is misusing alcohol or other drugs themselves

- is at risk of honour or faith-based abuse, such as Female Genital Mutilation or Forced Marriage
- is privately fostered.

Where staff identify that a child may benefit from additional support, they will report their concerns to the DSL in line with this policy.

Staff will be alert to:

- concerns raised by children, including disclosures or comments about themselves, their peers or family members.
- changes in a child's behaviour, appearance, attendance, presentation or emotional wellbeing.
- indicators of abuse, neglect or exploitation.
- concerning interactions between children and parents/carers.
- parental behaviours which may indicate risk, including concerns linked to substance misuse, mental health, domestic abuse or other family circumstances.
- risks outside the family home, including peer groups, the wider community and online context.
- the needs of children with additional or complex needs, who may require additional support or specialist services.

Children may not feel ready or know how to tell someone they are being abused, neglected or exploited. They may also not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns.

All reports and concerns raised by children will be taken seriously and responded to in line with this policy. Staff will reassure children that they are being taken seriously, that they will be supported and kept safe, and that they will not be made to feel ashamed or that they are creating a problem by

Madginford Primary 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.

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 behaviour policy is informed by the DfE 'Searching, screening and confiscation at school' guidance.

The 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 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 a search has revealed a safeguarding risk.

Responding to child protection concerns

Where safeguarding concerns are identified, the child's lived experience, voice and views will remain central to our decision-making, assessment and planning.

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to child, reflecting back the concern.
- use the child's language.
- be non-judgmental.

- avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example who, what, where, when or Tell, Explain, Describe (TED).
- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
- be clear about boundaries and how the report will be progressed.
- 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 practically possible.

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).

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from the Education Safeguarding Service or a consultation with a social worker from the Front Door (for contact information, see flowchart on page x). In these circumstances, any action taken will be shared with a DSL as soon as is 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.

Madginford Primary 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: https://www.kscmp.org.uk/guidance/worried-about-a-child

All staff will be made aware of the process for identifying, assessing and responding to children's needs in line with the Kent Support Levels Guidance. This includes understanding the criteria, including the level of need, for when children and families may be supported through

- universal services and community-based Early Help
- the targeted early help level of Family Help, under sections 10 and 11 of the Children Act 2004
- statutory services under section 17 of the Children Act 1989, including children in need and disabled children
- statutory child protection processes under section 47 of the Children Act 1989, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm
- care and supervision proceedings under section 31 of the Children Act 1989
- accommodation under section 20 of the Children Act 1989.

Staff are not expected to make threshold decisions alone. If staff are concerned about a child's welfare or safety or are unsure what level of support may be required, they will speak to the DSL in line with this policy. The DSL will consider the concern in line with the Kent Support Levels Guidance, KSCMP procedures and local referral pathways.

Where safeguarding concerns are identified, options may include:

- managing support for the child internally through school pastoral, welfare and/or safeguarding support processes, where this is appropriate and does not place the child at additional risk.
- considering whether parents/carers should be informed to further support the child's wellbeing, where it is safe and appropriate to do so.
- accessing universal services and community-based Early Help for *children with emerging needs*, including support available through Kent Family Hubs, the school and other local universal, voluntary or community services.

- making a Request for Support to the Front Door Service via the Kent Children's Services Portal where a child's needs cannot be met by universal or community-based early help support alone and coordinated, multi-disciplinary support may be required, or where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Community-based Early Help is support for children of all ages that improves a family's resilience, improves outcomes or reduces the chance of a problem getting worse. It is not a single service, but a system of support delivered by local authorities and their partners, including education providers. The Kent Support Levels Guidance describes this as '*children with emerging needs (Level 2)*'.

- Children at this level are usually best supported by professionals who already work with them, such as health professionals, early years settings, schools or colleges, and/or through community resources such as Family Hubs or voluntary services.
- A Request for Support via Front Door Service is not required for support at this level.
- Where community-based Early Help is appropriate, the DSL will consider what support can be provided within [school/college] and/or through local universal, voluntary or community services, including Kent Family Hubs.
- Where the need of a child/family escalate, become persistent, or cannot be met by universal or community-based Early Help alone, the DSL will consider whether a Request for Support to Family Help is required in line with the Kent Support Levels Guidance.

Where children and families have multiple and/or complex needs, or persistent needs, which cannot be met by universal or community-based early help support alone, they may require coordinated, multi-disciplinary support to prevent escalation through the targeted early help level of Family Help. The Kent Support Levels Guidance describes this as '*Family Help – Children with multiple and/or complex needs (Level 3)'*. Support at this level may include targeted early help and statutory support under section 17 of the Children Act 1989, where required to safeguard and promote the child's welfare.

A Request for Support is required and will be made to the Front Door Service via the Kent Children's Services Portal.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, and needs and risks cannot be safely managed through targeted or Child in Need Family Help support alone, a statutory child protection response is required. The Kent Support Levels Guidance describes this as '*Family Help – Children in need of protection (Level 4)'*.

- Safeguarding activity at this level is led under section 47 of the Children Act 1989.
- A Request for Support is required and will be made to the Front Door Service via the Kent Children's Services Portal.
- If a child is at immediate risk, the Request for Support will be marked as "urgent".
- If the child is in immediate danger, emergency services will be contacted using 999.

Madginford Primary School will take appropriate safeguarding action in response to concerns but will not investigate child protection concerns as a single agency or attempt to determine whether abuse, neglect or exploitation has occurred. Staff will record and report concerns in line with this policy and KSCMP procedures, and information will be shared with Children's Front Door and/or the police where appropriate, so that concerns can be considered through the appropriate multi-agency process.

Madginford Primary School recognises that children may be harmed in contexts outside the home, including within peer groups, the wider community and online. When making a Request for Support, the school will provide as much relevant information as possible so that any assessment can consider the full context of the child's lived experience and take a contextual approach to harm.

If the school believes a child may need support but is unclear whether a Request for Support should be submitted, the DSL may seek advice through a no-name consultation with the Front Door Service before deciding next steps. A consultation will not be used where a child is suffering, or is likely to suffer, significant harm; in these circumstances, a Request for Support will be submitted without delay.

The DSL will usually have responsibility for making Requests for Support and other safeguarding referrals. However, all staff are made aware of the local Kent process for making referrals to the Front Door and for statutory assessments under the Children Act 1989, including the role they may be expected to play in such assessments.

If staff have any concerns about a child's welfare or safety, they are expected to act on them immediately.

- If staff are unsure whether something is a safeguarding issue, they will speak to a DSL.
- If, in exceptional circumstances, a DSL or deputy DSL is not available, this must not delay appropriate action being taken. In these circumstances, staff should speak to a member of the school's senior leadership team, seek a consultation from the Front Door Service, contact the police where urgent action is required, or make a Request for Support themselves. Contact information is available in the safeguarding flowchart.
- Any safeguarding action taken by staff must be shared with the DSL as soon as possible.

Parents/carers will usually be spoken to where a Request for Support is being considered, and their agreement to engage will be sought where this is required and safe/appropriate to do so. This will be considered in line with KSCMP procedures and the Kent Support Levels Guidance.

- Parent/carer agreement to engage is not required for *'Family Help – Children in need of protection (Level 4)'*, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A Request for Support must be made in these circumstances; however, it is good practice for the [school/college] to work openly and transparently with parents/carers and inform them of the Request for Support where it is safe to do so.
- Parents/carers will not be informed before a Request for Support is made where this may place a child at increased risk of harm, place an adult at risk of serious harm, prejudice the prevention or detection of serious crime, or undermine a criminal investigation.

If, after a Request for Support or other external intervention, a child's situation does not appear to be improving, or there are concerns about a decision or response, staff or the DSL will consider whether to re-refer and/or follow the Kent Safeguarding Children Escalation Procedure to ensure concerns are addressed and, most importantly, that the child's situation improves.

Any pastoral or welfare support provided by the [school/college] to children and families will be recorded and reviewed. The DSL will oversee support where families are requiring additional support, to ensure that school activity does not obscure potential safeguarding concerns from the wider professional network.

Multi-agency working

Madginford Primary School recognises the pivotal role education settings play in multi-agency safeguarding arrangements. We are committed to working in line with the Kent Safeguarding Children Multi-Agency Partnership procedures, the Kent Support Levels Guidance and the principle of 'Right Help, Right Time, Right Professional'.

The school leadership team, governing body and DSL(s) will work to establish effective and co-operative relationships with safeguarding partners and other local agencies. This may include Children's Front Door, social workers, Family Help practitioners, health professionals, mental health services, specialist teachers, educational psychologists, other education settings and the police.

Madginford Primary School will work with partner agencies to provide a coordinated safeguarding response which promotes children's welfare and protects them from harm. This includes contributing to relevant multi-agency plans and meetings, such as child in need meetings, child protection conferences, core groups, strategy discussions and care planning meetings.

Where a child is supported through community-based Early Help, Family Help, child in need, child protection or care planning processes, the school will work with partner agencies to promote joined-up planning, avoid unnecessary duplication and ensure the child's educational needs, safety, voice and lived experience are considered.

The school will allow access for Kent Children's Social Care and, where relevant, a placing local authority, so that they can conduct, or consider whether to conduct, assessments under section 17 or section 47 of the Children Act 1989.

When making a Request for Support or contributing to statutory assessments, the school will provide relevant information about the child's presentation, attendance, progress, relationships, family circumstances, wider context and any known risks outside the home, including online, peer group or community-based concerns.

The headteacher and DSLs are aware of the requirement for children to have an Appropriate Adult where there is a need for police detention, treatment or questioning. The school will respond to concerns in line with our school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

Child Protection Records

Recording Concerns

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

- Incident/Welfare concern forms are kept electronically on CPOMS.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries to a child have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- 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. 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, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCO), 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.

Confidentiality and information sharing

Madginford Primary 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 reasonably 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, unless doing so would put a child at risk of harm.

Madginford Primary School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. SPS DPO Services, systems Integration, Devonshire House,29-31 Elmfield Road, Bromley, Kent BR1 1LT. sps-dposervices@isystemsintegration.com Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and 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 KCSIE, the Information Commissioner's Office (ICO) and the DfE "Information sharing advice for safeguarding practitioners" guidance provides further details regarding information sharing principles and expectations. This is kept in the staffroom.

The headteacher 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, in line with our confidentiality policy. 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.

In regard to 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.

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, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the school website.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse

at school 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.

Specific Forms of Abuse and Other Safeguarding Issues

Madginford Primary School recognises that children may be vulnerable to a wide range of safeguarding issues, both inside and outside the home, including online. Staff will maintain an attitude of 'it could happen here' and will report any concerns to the DSLs in line with this policy

Further information about specific safeguarding issues is available in Keeping Children Safe in Education.

Child-on-child abuse (including harassment and violence)

All members of staff at Madginford Primary School recognise that children can abuse other children; this is known as child-on-child abuse and may take place online, face-to-face, physically, verbally or through a combination of channels.

Staff will maintain an attitude of "it could happen here". Even if there are no reported cases of child-on-child abuse, staff will remain alert to the possibility that it may be taking place and not being reported.

Madginford Primary 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, misogyny/misandry, and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

Madginford Primary 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, sometimes known as 'teenage relationship abuse'.
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, including where there is an online element which facilitates, threatens and/or encourages physical abuse.
- serious physical assault and harm, or the threat of harm with a weapon.
- sexual violence such as rape, assault by penetration and sexual assault, including where there is an online element which facilitates, threatens and/or encourages sexual violence.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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.
- Consensual and non-consensual making or sharing of nudes and semi-nudes (previously known as sexting or youth produced sexual imagery), including where generated by Artificial Intelligence (AI)
- 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, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Madginford Primary School recognises that harmful sexual behaviour exists on a continuum, from developmentally inappropriate or problematic sexual behaviour through to abusive behaviour and sexual violence.

Concerns will be considered in context, taking account of the age and stage of development of the children involved, any power imbalance, coercion, threats, exploitation, the nature of the behaviour, the impact on those affected, and any wider safeguarding risks.

All staff have a role to play in challenging inappropriate, harmful or abusive behaviours between children. Staff will be alert to factors which may increase risk or affect how children experience or report abuse, including age, developmental stage, sex, ability, SEND, culture, ethnicity, sexual orientation, gender identity, power imbalance, peer group dynamics and wider contextual factors. Staff will be aware of the possibility that children may minimise, normalise or not recognise harmful behaviours, and that some behaviours may be facilitated, threatened, encouraged or shared online.

Madginford Primary School recognises that for some (but not all) forms of child-on-child abuse, girls are more likely to be victims and boys are more likely to be perpetrators. However, all child-on-child abuse is unacceptable, will be taken seriously and will be responded to in line with this policy.

Madginford Primary School recognises that the law is in place to protect children rather than unnecessarily criminalise them. Where relevant, this will be explained to pupils in an age and developmentally appropriate way which avoids alarming or distressing them, while making clear that harmful, abusive or non-consensual behaviour is unacceptable and will be taken seriously.

Madginford Primary School want children to feel confident to report abuse, knowing that their concerns will be treated seriously and that they will be supported and kept safe. The school will ensure reporting systems are well promoted, easily understood and easily accessible. Children who report child-on-child abuse will be reassured that they are not creating a problem and will not be made to feel ashamed for sharing a concern.

Madginford Primary School recognises that child-on-child abuse is a safeguarding issue for all children involved. We will consider the safety, welfare and support needs of the child who has experienced harm, any other affected children, and the child alleged to have caused harm.

Any concerns or allegations relating to child-on-child abuse, whether on-site, off-site or online, will be recorded and reported to the DSL in line with this policy.

- The DSL will consider the concern in line with relevant school policies and procedures, including behaviour, anti-bullying and child protection procedures.
- The DSL will consider the behaviour in context, including the child's age and stage of development, any SEND or communication needs, trauma or abuse history, power imbalance, coercion, intent, frequency, escalation and the impact on others.
- Concerns will be responded to, and where appropriate investigated under relevant school procedures, while recognising the need to engage with multi-agency processes where safeguarding or child protection concerns are identified.
- Where concerns involve harmful sexual behaviour, sexual harassment or sexual violence, DSLs will respond in line with Part five of KCSIE.
- Responses will always be child-centred, proportionate and based on the circumstances of the case.

When a concern of child-on-child abuse is reported, a DSL will consider whether an immediate risk and needs assessment is required. This will be considered on a case-by-case basis and may include:

- the wishes and feelings of the child who has been harmed
- the nature of the concern or alleged incident
- whether a crime may have been committed
- whether harmful sexual behaviour may have been displayed
- the ages and developmental stages of the children involved
- any power imbalance, coercion, intimidation or exploitation
- whether the concern appears to be a one-off incident or part of a pattern of behaviour
- any vulnerability, SEND or additional needs affecting the children involved
- any online elements or wider contextual factors
- any ongoing risks to the child who has been harmed, other children, staff or the wider school community
- whether the concern links to other safeguarding issues, such as child sexual exploitation, child criminal exploitation, serious violence or abuse within intimate personal relationships between children.

The risk and needs assessment, where completed, will be recorded and kept under review. Actions will be taken to protect and support all children involved and to address any wider safeguarding risks within the school environment.

The school will take appropriate safeguarding, pastoral and/or behaviour-related action in response to child-on-child abuse. However, where the concern indicates that a child may require Family Help, statutory support or protection, a DSL will make a Request for Support via the Kent Children's Services Portal, in line with the Kent Support Levels Guidance and KSCMP procedures.

The school will normally inform parents/carers of the children involved in child-on-child abuse, unless doing so would place a child at risk of harm, place another person at risk, prejudice the prevention or detection of crime, or undermine a police or statutory safeguarding response.

Information shared with parents/carers will be relevant to their own child and shared in line with safeguarding, confidentiality and data protection requirements. The school will not share confidential information about other children, including any safeguarding action, support or sanctions, unless there is a lawful and appropriate basis to do so.

Child-on-child abuse is preventable. Timely, evidence-based support can be key to preventing children from going on to commit abuse or violence. Madginford Primary School will work to minimise the risk of child-on-child abuse by creating a safe culture, promoting respectful relationships, providing appropriate curriculum opportunities, ensuring children know how to report concerns, and responding consistently to harmful behaviour.

Children affected by child-on-child abuse will be supported according to their needs.

Making or sharing nudes and/or semi-nudes

Madginford Primary School recognises that all incidents involving the making or sharing of nudes or semi-nudes, whether consensual or non-consensual, will require a safeguarding response.

For the purpose of this policy, nudes and semi-nudes means nude or semi-nude images, videos or livestreams of children under the age of 18. This includes imagery that is taken/created by a child, taken/created by a child and shared by another person, digitally altered, or generated using artificial intelligence (AI). Nudes and semi-nudes may be shared online, between devices, through social media, messaging apps, gaming platforms, forums, livestreams or other digital routes.

Creating, possessing or sharing nudes and semi-nudes of children under 18, including where this has happened with consent, is illegal and can present complex safeguarding issues. However, Madginford Primary School] recognises that the law is in place to protect children rather than unnecessarily criminalise them. Responses will therefore be child-centred, proportionate and focused on safeguarding and supporting the children involved.

All concerns must be reported to and managed by the DSL in line with this policy, the Kent and Medway Responding to Nude and Semi-Nude Image Sharing Guidance, the Kent Support Levels Guidance and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

When made aware of concerns involving consensual or non-consensual sharing of nudes and semi-nudes, staff must:

- report the concern to the DSL immediately.
- never view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it.
- report immediately to the DSL if imagery has been viewed inadvertently
- not delete the imagery or ask the child to delete it.
- not investigate images themselves or ask children involved to disclose information about the imagery, as this is the responsibility of the DSL.
- avoid saying or doing anything which may blame or shame any child involved.
- reassure the child that they will be supported and kept safe.
- explain that the concern must be shared with the DSL and that confidentiality cannot be promised.
- not share information about the incident with other staff, children, parents/carers or other families.

When made aware of a concern involving making or sharing of nudes and semi-nudes, the DSL will hold an initial review meeting in line with the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may include speaking with relevant staff and children, involving parents/carers where safe and appropriate, seeking advice, making a Request for Support via the Kent Children's Services Portal, and/or contacting the police where required.

Parents/carers of children involved in making or sharing nudes or semi-nudes, will be informed at an early stage, unless there is good reason to believe that involving them would put a child at risk of harm.

A Request for Support will be made to the Front Door Service via the Kent Children's Services Portal, and/or the police informed immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, groomed or exploited.
- there are concerns about a child's capacity to consent, including due to age, developmental stage, vulnerability or additional needs
- the imagery involves sexual acts, violence, threats, exploitation or other high-risk features (for example, a child under the age of thirteen, or images depict sexual acts which are unusual for the child's developmental stage)
- a child is at immediate risk of harm
- there are wider safeguarding concerns, including links to child sexual exploitation, child criminal exploitation, harmful sexual behaviour or abuse within intimate personal relationships between children.

All decisions and action taken regarding nude or semi-nudes will be responded to and recorded in line with our child protection procedures.

The DSL may choose to involve other agencies where there are concerns about nudes or semi-nudes at any time, including if further information is disclosed at a later date or there are additional concerns or incidents.

If the DSL is unsure if a Request for Support is appropriate, advice will be sought from the Front Door Service.

Exploitation, including child sexual exploitation (CSE), child criminal exploitation (CCE), county lines, serious violence and modern slavery

Madginford Primary School recognises that Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, serious violence and modern slavery are safeguarding issues and may overlap. Children may also experience exploitation alongside other forms of abuse, neglect or harm. The school will therefore need to consider the full context of the child's lived experience, including risks outside the home, peer groups, community locations, transport routes and online environments.

Madginford Primary School recognises that CSE and CCE are forms of abuse. They occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. This may involve an exchange for something the child needs or wants, and/or be for the financial advantage or increased status of the perpetrator or facilitator, and/or involve violence or the threat of violence.

Madginford Primary School recognises that exploitation may be committed or facilitated by individuals, organised networks or gangs, and the child may identify as being part of the group that is exploiting them. Exploitation can affect children of any age and sex, and it is not possible for a child to consent to being exploited, abused or trafficked.
Children may not recognise that exploitation is happening to them and may be manipulated, groomed or coerced into situations they do not fully understand. Children who are exploited may also be coerced, controlled, threatened or manipulated into activity which appears to be offending behaviour, and the school will consider whether such behaviour may be linked to exploitation before responding.

Madginford Primary School recognises that:

- **Child Sexual Exploitation** (CSE) is a form of child sexual abuse. CSE can be a one-off occurrence or a series of incidents over time and may range from opportunistic to complex organised abuse. CSE can affect any child who has been coerced into sexual activity, including 16- and 17-year-olds who can legally consent to sexual activity. Some children may believe they are in a genuine romantic relationship and may not recognise that they are being exploited.
- **Child Criminal Exploitation** (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, pickpocketing, vehicle crime, threatening or committing serious violence, or carrying weapons. Children can become trapped in criminal exploitation through threats, violence, intimidation, debt bondage, grooming or coercion, including threats towards their families. The experience of girls who are criminally exploited can be different from that of boys, and indicators may not be the same. Girls are also at risk of criminal exploitation. Both boys and girls who are criminally exploited may be at higher risk of sexual exploitation.
- **County lines** is a form of criminal exploitation involving gangs or organised criminal networks using dedicated mobile phone lines or other forms of "deal line" to export illegal drugs. This activity can happen locally as well as across the UK; no specific distance of travel is required. Children may be exploited to move, store or sell drugs or money and may be controlled through coercion, intimidation, violence, threats, debt bondage, online activity or exploitation of their family circumstances.
- **Serious violence** includes violence and exploitation involving weapons, gangs, criminal networks or serious physical harm. It can involve carrying, threatening with, or using knives or other weapons, or concerns that a child may be exposed to weapons through peers, gangs, criminal networks or community-based harm. The likelihood of involvement in serious violence may be increased by

factors such as being male, having been suspended, spent time in alternative provision or been permanently excluded, having experienced child maltreatment, having been involved in offending, having used drugs or alcohol in early adolescence, or having previously been a victim or displayed violence. Serious violence can often peak in the hours just before or after school/college, including when children are travelling to and from the setting, and may be concentrated in particular places.

- **Modern slavery** includes human trafficking, slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, criminal exploitation, forced criminality, forced labour, domestic servitude and the removal of organs.

Staff will be alert to indicators that a child may be at risk of, or experiencing, exploitation, county lines or serious violence. These may include:

- unexplained gifts, money or new possessions
- increased absence from school/college or regularly missing education
- going missing from home or care, or regularly returning home late
- changes in friendship groups or relationships with older individuals or group
- a significant decline in educational performance
- signs of assault, unexplained injuries, self-harm or changes in wellbeing
- drug or alcohol misuse
- association with others involved in exploitation, gangs or criminal networks
- receiving requests for drugs via a phone line, moving drugs or collecting money
- being found in accommodation with which they have no connection, sometimes referred to as a trap house, cuckooing address or hotel room linked to drug activity
- owing money or a “debt bond” to exploiters
- having their bank account used to facilitate criminal activity
- being vulnerable to grooming, coercion, threats, intimidation or online exploitation.

The school will seek to understand when and where children may feel unsafe, including by listening to children, consulting staff and working with partners to understand the local context and support a coordinated safeguarding response.

Madginford Primary School recognises that children who have been exploited may need additional support to help keep them safe and engaged in education.

If staff are concerned that a child may be at risk of, or experiencing, child sexual exploitation, child criminal exploitation, county lines, serious violence, trafficking or modern slavery, they will report their concerns to the DSL without delay.

The DSL will consider concerns about exploitation in line with this policy and relevant local and national guidance and make referrals or reports as appropriate.

- The DSL will consider use of the Kent and Medway Child Exploitation Identification Tool where there are concerns that a child may be experiencing, or be vulnerable to, exploitation.
- Where broader intelligence is known about potential exploitation or other community safety concerns, the DSL will consider whether information should be shared with Kent Police through the Community Partnership Intelligence Portal.
- Where modern slavery or trafficking is suspected, relevant safeguarding and/or child protection procedures will be followed, and the DSL will consider whether a referral through the National Referral Mechanism is required.
- Any safeguarding concerns for children will be referred to the Front Door Service and/or police as appropriate. If there is a crime in progress or immediate risk, emergency services will be contacted using 999.

When sharing information or making a Request for Support to the Front Door Service or other appropriate agencies, Madginford Primary School will provide as much relevant information as possible to support a

contextual safeguarding response. This may include information about the child's presentation, attendance, peer relationships, online activity, family circumstances, community risks, known locations of concern, transport routes, patterns of absence, and any indicators of exploitation, trafficking, modern slavery or serious violence.

Domestic abuse

Madginford Primary 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, physical, sexual, financial/economic or emotional abuse, including coercive and controlling behaviour. Domestic abuse can take place inside or outside the home and within different types of relationships, including intimate partner relationships, ex-partners and family members. Types of domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent or caregiver abuse

Madginford Primary School recognises that anyone can be a victim of domestic abuse, regardless of sex, age, ethnicity, socio-economic status, sexuality, background or identity.

Madginford Primary School recognises children can be victims of domestic abuse in their own right if they see, hear or experience the effects of abuse. Children may also experience domestic abuse within their own intimate relationships, sometimes referred to as teenage relationship abuse. Where one or both children are under 16, this may not fall within the statutory definition of domestic abuse, but it will still be responded to as a safeguarding concern.

Madginford Primary School recognises that domestic abuse can have a detrimental and long-term impact on children's health, wellbeing, development and ability to learn.

Madginford Primary School] recognises that domestic abuse may occur, continue or escalate following separation. Concerns will not be viewed in isolation, and the school will consider the child's lived experience, family circumstances and any wider safeguarding risks.

Staff will respond to domestic abuse concerns in a trauma-informed way and will avoid victim-blaming language or assumptions.

If staff are concerned that a child may be seeing, hearing or experiencing the effects of domestic abuse, or experiencing abuse within their own intimate relationship, they will report their concerns to the DSL.

The DSL will consider concerns about domestic abuse in line with this policy, KSCMP procedures, the Kent Support Levels Guidance and any relevant local or national guidance. Where the concern indicates a need for Family Help, statutory support or protection, the DSL will consider whether a Request for Support should be made via the Kent Children's Services Portal. If a child or adult is in immediate danger, emergency services will be contacted using 999.

Madginford Primary School participates in Operation Encompass. Operation Encompass is an information-sharing scheme between the police and education settings which supports schools/colleges to provide timely, informed support to children affected by domestic abuse. Police forces in England have a duty to notify a child's school where they have attended a domestic abuse incident and have reasonable grounds to believe a child may be a victim of domestic abuse. This includes children connected to the household regardless of whether they were present at the incident.

Operation Encompass notifications will help the school to have up-to-date and relevant information about a child's circumstances so that appropriate support can be considered according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures, and where there are concerns

about a child's welfare, the DSL will consider whether a Request for Support is required in line with the Kent Support Levels Guidance.

Operation Encompass notifications will be handled confidentially, stored securely and managed in line with data protection requirements and school child protection recording procedures. The DSL will have oversight of notifications and will ensure that relevant information is shared with staff on a need-to-know basis to safeguard and support the child.

Where the school is unsure how to respond to an Operation Encompass notification, advice may be sought from the Front Door Service or from the Operation Encompass advice and helpline service: 0204 513 9990.

Honour or Faith-Based Abuse (HBA)

Madginford Primary School recognises that honour or faith-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community. This can include female genital mutilation, 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. Staff will be alert to this dynamic and the additional risks it may create when deciding what safeguarding action is required.

All forms of HBA are abuse, regardless of the motivation, and will be handled and escalated as such. If staff have any concerns that a child may be at risk of, or has experienced, honour or faith-based abuse, they will speak to the DSL without delay. The DSL will consider concerns in line with this policy, KSCMP procedures, the Kent Support Levels Guidance and any relevant national or local guidance. If there is an immediate threat or danger, the police will be contacted.

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

- All staff will speak to the DSL if they have any concerns that a child may be at risk of FGM or may have experienced FGM.
- 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, to directly report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.
- It will be rare to see visual evidence of FGM, and staff must not examine [pupils/students]. Unless the teacher has good reason not to, they should also discuss the concern with the DSL. The mandatory reporting duty does not apply to suspected or at-risk cases where FGM has not been discovered; in these cases, staff must follow local safeguarding procedures and speak to the DSL.

Forced marriage is a crime.

- A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or another form of coercion is used. Coercion may be physical, emotional or psychological. A lack of full and free consent can also arise where a person cannot consent, for example due to learning disabilities.
- It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even where violence, threats or another form of coercion are not used. This applies to non-binding, unofficial "marriages" as well as legal marriages.
- Staff will report any concerns about forced marriage to the DSL. Advice can also be sought from the Forced Marriage Unit: 020 7008 0151 or fmu@fcdo.gov.uk

Preventing radicalisation

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

Madginford Primary School recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. All staff at Madginford will use their judgement in identifying children who might be at risk of radicalisation and will act accordingly, which may include the DSL/deputies making a Prevent referral.

The Prevent Duty

Madginford Primary School is also aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015, to have due regard to the need to prevent people from becoming terrorists or supporting terrorism. All staff at Madginford understand that this duty is known as the Prevent duty.

At Madginford Primary School, all staff will undertake an E-Learning course in Prevent and the DSL and deputies will also have knowledge of the revised Prevent duty guidance: for England and Wales. The DSL and deputies are aware of local procedures for making a Prevent referral.

If there is an immediate threat the police will be called by dialling 999.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will consider the appropriate support required. Statutory guidance on Channel is available at: Channel guidance.

Where a child is receiving support through Prevent or Channel and moves to a new setting, the DSL will share relevant information with the DSL at the new setting in advance of the child leaving, so that support can continue when the child arrives.

Cybercrime

Madginford Primary School recognises that cybercrime is criminal activity committed using computers and/or the internet. Cybercrime is broadly categorised as either **cyber-enabled** or **cyber-dependent**.

- Cyber-enabled crime refers to crimes that can happen offline but are enabled at scale and speed online, such as fraud, purchasing illegal drugs online, child sexual abuse and exploitation, online harassment or other technology-assisted harm.
- Cyber-dependent crime refers to crimes that can only be committed using a computer, computer network or internet-enabled device. This may include unauthorised access to computers, sometimes referred to as hacking, denial of service attacks or "booting", and making, supplying or obtaining malware such as viruses, spyware, ransomware, botnets orRemote Access Trojans.

Madginford Primary School recognises that children with particular skills and interests in computing and technology may inadvertently or deliberately become involved in cyber-dependent crime, sometimes without understanding the legal, ethical or safeguarding implications.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent crime, they will report their concerns to the DSL. The DSL will consider the concern in line with this policy, the Kent Support Levels Guidance and any relevant local or national guidance.

Where appropriate, the DSL may consider accessing local support and/or referring to the Cyber Choices programme.

Cyber Choices is focused on cyber-dependent crime. Concerns about cyber-enabled crime, such as fraud, purchasing illegal drugs online, child sexual abuse and exploitation, online bullying or other online safety concerns, will be responded to in line with this policy and relevant [school/college] safeguarding, behaviour, acceptable use and online safety arrangements.

If the concern indicates that a child may require Family Help, statutory support or protection, the DSL will consider whether a Request for Support should be made via the Kent Children's Services Portal, in line with the Kent Support Levels Guidance and KSCMP procedures. If a child is in immediate danger, emergency services will be contacted using 999.

Child abduction and community safety incidents

Madginford Primary School recognises that child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known to the child, or by strangers.

Madginford Primary School also recognises that community safety incidents in the vicinity of the school can raise safeguarding concerns for children, parents/carers and staff.

Staff will report any concerns about child abduction or community safety incidents to the headteacher and/or DSL immediately. Where there is an immediate risk to a child, emergency services will be contacted using 999.

Madginford Primary School will support children to develop age-appropriate personal safety awareness through the curriculum and wider safeguarding education. This will focus on building children's confidence, judgement and ability to seek help, rather than simply warning them about strangers.

Children and the court system, including children affected by parental separation, court orders or family disputes

Madginford Primary School recognises that children may be affected by the court system in different ways, including where they are required to give evidence in criminal proceedings or where they are affected by private or public family law proceedings, child arrangements or parental disputes.

Where staff are aware that a child is involved in, or affected by, court proceedings, they will share relevant information with the DSL so that appropriate support can be considered. This may include pastoral support, adjustments within school, liaison with parents/carers where appropriate, and working with partner agencies where this is needed to safeguard and promote the child's welfare.

Madginford Primary School recognises that parental separation, child arrangements and family court processes can be stressful for children and may contribute to conflict, anxiety or safeguarding concerns. The welfare and best interests of the child will remain central to the school's decision-making.
Where parents/carers disagree about arrangements, decisions or the exercise of parental responsibility, the school will act in line with statutory guidance, relevant court orders, education law, safeguarding duties and data protection requirements. Where necessary, parents/carers may be advised to seek independent legal advice or resolve disputes through the appropriate legal route.

Madginford Primary School will consider any court orders or legal restrictions that are shared with the setting and relevant to the child's education, welfare or safety. Parents/carers may be asked to provide the most recent court order where this is appropriate and/or necessary to help the school understand arrangements or restrictions.

Staff will remain alert to any safeguarding concerns arising from parental disputes, child arrangements or court proceedings. Concerns will be reported to the DSL and responded to in line with this policy.

Homelessness

Madginford Primary School recognises that being homeless, or being at risk of homelessness, can present a real risk to a child's welfare.

The DSL will be aware of local contact details and referral routes into the Local Housing Authority so that concerns can be raised or progressed at the earliest opportunity. Discussion with, or referral to, the Local Housing Authority does not replace safeguarding action where a child has been harmed or is at risk of harm
Where Madginford Primary School receives information that a child has been placed in temporary accommodation, the DSL will consider what support may be required to safeguard and promote the child's welfare. This may include considering the impact on attendance, wellbeing, learning, transport, access to resources and family support needs.

Children with family members in prison or affected by parental offending

Madginford Primary School recognises that children with family members in prison, or who are otherwise affected by parental offending, may experience additional emotional, practical and safeguarding needs. This may include stigma, isolation, poverty, poor mental health, disrupted family relationships, attendance concerns or changes in behaviour.

Staff will share any concerns with the DSL so that appropriate support can be considered. This may include pastoral support, safe adult support, signposting to specialist services, liaison with parents/carers where appropriate, and consideration of early help or wider multi-agency support.

Madginford Primary School will respond to children affected by parental imprisonment or offending in a sensitive and trauma-informed way, recognising the potential impact on the child's safety, wellbeing, attendance, learning and relationships.

Supporting Children Potentially at Greater Risk of Harm

Madginford Primary School recognises that some children may be more vulnerable to abuse, neglect, exploitation or harm, or may face additional barriers to recognising, reporting or being supported with safeguarding concerns. Staff will be alert to the needs and experiences of these children and will ensure concerns are reported to the DSL in line with this policy.

The school will take a child-centred, trauma-informed and contextual approach, considering the child's voice, lived experience, individual circumstances and any barriers they may face in accessing help or support.

Safeguarding children with Special Educational Needs or Disabilities (SEND)

Madginford Primary School recognises that children with special educational needs or disabilities (SEND), can face additional safeguarding challenges both online and offline.

Madginford Primary School recognises that additional barriers can exist when recognising abuse, neglect and exploitation for these children. These may include:

- assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to the child's SEND without further exploration.
- children being more prone to peer group isolation or bullying, including prejudice-based bullying
- the potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting concerns.
- children not understanding that what is happening to them is abuse, neglect or exploitation.
- the need for intimate or personal care, or children being isolated from others.
- children being more dependent on adults for care and support.
- difficulties with cognitive understanding.

Staff will appropriately explore potential indicators of abuse, neglect and exploitation and will not assume that these are related to a child's SEND. Concerns will be reported to the DSL in line with this policy.

Madginford Primary School will support children with SEND to communicate, be listened to and have their voice heard and acted upon. Staff will consider whether reasonable adjustments, communication aids, trusted adults or other support may be needed to help children share concerns.

Any report or concern involving a child with SEND will require close liaison between the DSL and the SENCO with oversight for SEND where appropriate.

Madginford Primary School will consider whether extra pastoral support, communication support or other adjustments are required to safeguard and promote the welfare of children with SEND.

Madginford Primary School has intimate and/or personal care arrangements which promote children's health, safety, independence and welfare, while respecting their dignity and privacy. Arrangements for intimate and personal care will be open, transparent and appropriately recorded.

Safeguarding children with medical conditions

Madginford Primary School recognises that children with medical conditions, including allergies, should be properly supported so they can access education safely and fully. Further information can be found in our medical conditions policy/allergy safety arrangements and individual healthcare plan procedures
An incident relating to the management of a child's medical condition, including allergies, will not automatically require safeguarding actions. However, staff will report concerns to the DSL where an incident, pattern of incidents or wider information suggests that a child may be at increased risk of abuse, neglect or exploitation because of their medical condition. This may include, for example, where relevant information about a child's medical condition is not shared with the school, where a child is repeatedly sent to school without essential medication or equipment, or where agreed healthcare arrangements are not followed in a way that places the child at risk.

Children requiring mental health support

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

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, 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.

Where mental health support is needed, parents/carers will be informed to support the child's wellbeing, unless doing so would place the child at additional risk.

If staff believe that a child is in immediate danger, emergency services will be contacted using 999 or arrangements will be made for the child to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs urgent help for their mental health but it is not an emergency, help will be sought through NHS 111.

Madginford Primary School will consider the range of locally available support to meet children's mental health and wellbeing needs. This may include internal pastoral support, the senior mental health lead, Mental Health Support Teams, school nursing, early help/Family Help, NHS services, early support hubs, young futures hubs, voluntary sector support and specialist services.

Madginford Primary School will ensure that any mental health support or intervention offered is appropriate to the child's needs, age and phase of education, and is evidenced as safe and effective.

Madginford Primary School will support children's mental health and wellbeing by:

- promoting positive mental wellbeing and resilience.
- observing pupils and identifying early those who may be experiencing mental health problems or be at risk of developing them.
- ensuring early targeted support is considered and provided where appropriate.
- liaising with and/or referring to specialist services where needed.

Age and ability appropriate education will be provided to pupils to help promote positive mental health, wellbeing and resilience.

Children who are absent from education

In line with the Working Together to Improve School Attendance and Children Missing Education statutory guidance, Madginford Primary School recognises that 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 abuse and neglect, child sexual exploitation, child criminal exploitation and county lines.

Madginford Primary School recognises that a robust response to absence supports the identification of safeguarding concerns and may help prevent the risk of children becoming missing from education in the future.

Staff will be alert to patterns of absence, persistent absence, severe absence, repeated absence, unexplained absence and children missing from education. Where absence raises a welfare or safeguarding concern, staff will report this to the DSL in line with this policy.

The DSL will consider whether absence may be linked to wider safeguarding risks within the family or community, including abuse, neglect, exploitation, mental health concerns, domestic abuse, forced marriage, FGM, trafficking, serious violence, county lines, online harm or other extra-familial harm.

Where possible, Madginford Primary School will hold more than one emergency contact number for each pupil, so there are additional options to contact a responsible adult where a child who is absent from education is also identified as a welfare or safeguarding concern.

- Madginford Primary School will seek to hold emergency contact information for both parents where appropriate, unless doing so would place a child at risk of harm or be contrary to a court order or other legal restriction.
- Where contact with a parent or other adult is restricted or unsafe, this will be clearly recorded in line with school safeguarding and record keeping procedures.
- Madginford Primary School will be proactive in understanding children's significant relationships and lived experiences, including the role of fathers, non-resident parents and other adults who may be important in the child's life, where this is appropriate and safe.

Madginford Primary School recognises that a child may be considered missing from education at any stage where their whereabouts, education provision or safety cannot be established.

Where Madginford Primary School has concerns that a child has unexplained, persistent, repeated or prolonged absence, or may be missing from education, action will be taken in line with statutory duties and local procedures. This may include working with parents/carers, Kent PRU and Attendance Service (KPAS), the local authority CME team, the Front Door Service and/or other agencies as appropriate.

Where there are concerns that a child may be missing from education, including where the school becomes aware that a child has moved out of area or their whereabouts are unknown, the school will make a referral to KPAS promptly so that appropriate checks can be undertaken. The school will not delay referral while completing local enquiries where this may prevent timely action by the local authority.

Where there are concerns that a child may be missing from education or where their absence raises welfare or safeguarding concerns, the DSL will make a Request for Support as appropriate.

Madginford Primary School will provide information to the local authority where required when a child is removed from roll, including at standard and non-standard transition points, in line with Children missing education statutory guidance and local procedures.

Children attending alternative provision

If Madginford school places a pupil with an alternative provision provider, it will continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing body are aware of the additional risk of harm that their pupils may be vulnerable to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision DFE statutory guidance and updated Feb 25, Arranging Alternative provision.
- Education for children with health needs who cannot attend school (www.gov.uk) – DfE statutory guidance.

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

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register.

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.

Looked after children, children in kinship care, previously looked after children and care leavers

Madginford Primary School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

The school has appointed 'designated teachers ' (Miss C Allen/ Miss L Stamp) who work with local authorities including Virtual School Kent, to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.

The designated teachers 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.

Young carers

Madginford Primary School recognises that young carers may have caring responsibilities for a family member with a long-term illness, disability, mental health need, substance misuse issue or other care need.

Madginford Primary School will be alert to the needs of young carers, recognising that caring responsibilities can impact on a child's attendance, attainment, behaviour, emotional wellbeing, relationships and ability to participate fully in school life.

Early identification is important to ensure young carers receive support at the right time and from the appropriate services. Staff will remain alert to indicators that a child may be a young carer, including changes in attendance, punctuality, concentration, tiredness, homework completion, emotional wellbeing, social relationships or increased responsibilities at home. If staff are concerned that a child may be a young carer, or that caring responsibilities may be affecting their safety, welfare or wellbeing, they will report this to the DSL.

The DSL will consider what support may be required, including pastoral support within [school/college], reasonable adjustments, support with attendance or learning, and whether advice or support should be sought from external partners, local authority services, health services or young carers services.

Where caring responsibilities appear to be inappropriate, excessive, unsafe, or are having a significant impact on the child's welfare, the DSL will consider whether a Request for Support should be made.

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 Childrens Services in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

Children who are Lesbian, Gay or Bisexual (LGB)

Madginford Primary School recognises that a child being lesbian, gay or bisexual is not in itself a risk factor for harm. However, children who are lesbian, gay or bisexual can sometimes be vulnerable to discriminatory bullying, prejudice, harassment or child-on-child abuse.

Madginford Primary School also recognises that children who are perceived by others to be lesbian, gay or bisexual, whether they are or not, can be just as vulnerable as children who are.

Staff will be alert to the possibility that children who are lesbian, gay or bisexual, or perceived to be, may face additional barriers to sharing concerns, particularly where they do not have a trusted adult they can speak to openly.

Madginford Primary School will take steps to prevent and respond to discriminatory bullying, prejudice and harmful behaviour, including through our safeguarding, behaviour, anti-bullying, curriculum and pastoral arrangements. Where appropriate, sanctions and support will be considered in line with relevant school policies.

Madginford Primary School will provide a safe, inclusive and trusted environment where children can speak openly, share concerns and be taken seriously. Concerns will be reported to the DSL in line with this policy. Appropriate education will be provided through our Relationships Education/Relationships and Sex Education and Health Education curriculum to support respectful relationships, inclusion and the prevention of prejudice-based bullying.

Children who are questioning their gender

Madginford Primary School recognises that some children may question the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. Madginford Primary School recognises that children may express themselves in ways that are less typically associated with their sex, and this is not in itself a safeguarding concern. Staff will avoid making assumptions based on appearance, behaviour, interests or presentation.

Madginford Primary School will be a respectful environment where bullying, harassment, discrimination and harmful behaviour are not tolerated. Staff will be alert to the potential vulnerabilities of children who are questioning their gender, including bullying, family difficulties, online harm, mental health concerns, psychosocial needs or wider safeguarding concerns.

Staff will take time to listen to and understand the child's thoughts, feelings and experiences. Staff will remain professionally curious and consider the full context of the child's lived experience, including relationships with family, peers and the wider school environment.

Madginford Primary School will respond to children who are questioning their gender in line with KCSIE, ensuring that any support is considered as part of the school's wider safeguarding responsibilities and with the child's welfare and best interests as a central consideration. The school will take a careful, considered and recorded approach, recognising that children's individual circumstances, needs and experiences will vary.

Madginford Primary School will not make assumptions or initiate action regarding social transition. Where a child is questioning their gender, staff will respond sensitively, listen to the child's views and experiences, and consider any support needs or safeguarding concerns in line with this policy.

Where a child speaks to a member of staff about questioning their gender but does not ask the school to make changes to how they are treated, staff will not normally break confidence unless there is a related safeguarding concern. Where a conversation raises concerns about the child's wellbeing or safety, staff will follow this policy and speak to the DSL.

Parents/carers will usually be involved as a matter of priority where a child requests support relating to social transition. Their views will be treated with importance and properly considered. In the rare circumstances where involving parents/carers may place the child at greater risk of harm, the DSL will be involved before parents/carers are contacted or any decisions are made.

Where a child and their parents/carers requests support or changes in relation to social transition, the school will follow an agreed decision-making process, taking account of KCSIE, safeguarding duties, equality and human rights obligations, and relevant school policies.

When considering any requests for support with social transition, the school will ensure our decision-making process is documented and records are kept.

Madginford Primary School will be particularly alert to the vulnerabilities of children who have socially transitioned from an early age, including where their biological sex may not be known to peers or some staff. The DSL will be involved in these cases, particularly where support, safeguarding or wellbeing concerns arise as the child approaches or experiences puberty. Any information will be handled sensitively and recorded appropriately.

Any decision-making will be child-centred and safeguarding-led. The school will consider what is in the best interests of the child, while also taking account of the safety, welfare, rights and needs of other children who may be affected. The child's voice and lived experience will always be carefully considered, however any agreed response may not always be the same as the child's wishes.

The DSLs and relevant senior leaders will be involved in considering any request for support relating to social transition. The Madginford Primary School may also consider relevant advice from parents/carers, clinical professionals, the SENCO, mental health lead, pastoral staff or other appropriate professionals, depending on the child's circumstances.

Madginford Primary School will take a careful approach when considering any request relating to social transition, recognising that such decisions may have significant implications for the child and others affected, and that arrangements may need to remain flexible and open to review.

Any requests or issues relating to names, pronouns, uniform, toilets, changing rooms, residential accommodation, sport, trips or other school arrangements will be considered through the school's agreed process and in line with KCSIE, safeguarding duties, equality and human rights obligations, and relevant policies.

Madginford Primary School will ensure that records are accurate and that relevant staff have the information they need to safeguard and support the child. Information will be shared on a need-to-know basis and managed in line with confidentiality, data protection and safeguarding requirements.

The Madginford Primary School will keep any agreed arrangements under review, recognising that a child's circumstances, wishes or needs may change over time. This includes where new safeguarding information becomes known, where a child wishes to change or reverse previous arrangements, or where arrangements may no longer be meeting the child's needs or the needs of others affected.

If staff have any concerns about a child who is questioning their gender, including concerns about bullying, mental health, family response, online harm, self-harm, exploitation or any other safeguarding issue, they will report these to the DSL in line with this policy.

Where a safeguarding or welfare concern is identified, the DSL will consider whether a Request for Support should be made.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Madginford Primary School will adopt a whole school approach to online safety which will empower,

protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Madginford Primary School will ensure online safety is safety is reflected as required in all relevant policies. 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.

Madginford Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation, and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Madginford Primary School recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.

The headteacher will be informed of online safety concerns by the DSL, as appropriate. The named DSL will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing board.

Generative AI

Madginford Primary School will use the Department for Education's (DfE) guidance: Generative AI product Safety Expectations in order to help us in the safe use of artificial intelligence.

Policies and Procedures

The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media 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.

Madginford Primary 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.

Madginford Primary School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE and EYFS, Madginford Primary School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

Appropriate filtering and monitoring on school devices and networks

Madginford Primary School will do all we reasonably 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, Madginford Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach 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.

- Pupils will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.
- Internet use will be supervised by staff as appropriate to pupils age, ability and potential risk of harm: Children will be directly supervised by a member of staff.

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.

Judith Hodges, a member of the senior leadership team and a nominated governor are responsible for ensuring that our school has met the DfE Filtering and monitoring standards for schools and colleges.

Our senior leadership team are responsible for

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

The DSL has lead responsibility for overseeing and acting on:

- any filtering and monitoring reports.
- any child protection or safeguarding concerns identified.
- checks to filtering and monitoring system.

The IT staff member has 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 have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

Decision making and reviewing our filtering and monitoring provision

When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSL and the IT service providers/staff. Decisions 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 leadership team; all changes to the filtering policy are logged and recorded.

Our school undertakes an at least 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.

These checks are achieved by: weekly reports from Cantium Business Solutions.

Appropriate filtering

Madginford Primary School's education broadband connectivity is provided through Broadband connectivity is provided by Cantium via the KPSN WAN using BT, TTB and NCS infrastructure. and Madginford Primary School uses Smooth wall.

- Cantium is a member of Internet Watch Foundation (IWF).
- Cantium are members of NCSC (National Cyber Security Centre)
- Cantium is blocking access to illegal content including child sexual abuse material (CSAM).
- Smooth wall blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.

We filter internet use on all school owned, or provided, internet enabled devices and networks. This is achieved by:

- Any iPad or mobile device that is connected to the school's network is given student level filtering by default unless otherwise specified.

- Filtering systems should allow schools to identify device names or IDs, IP addresses, and where possible, individual users, the time and date of attempted access and the search term or content being blocked.
- Smooth wall allows for identification by both IP and Username where applicable.

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.
We work with Cantium Business Solutions/Smooth wall and our IT service providers/staff to ensure that our filtering policy is continually reviewed to reflect our needs and requirements.

If there is failure in the software or abuse of the system, for example if pupils or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to:

- Turn off monitor/screen, use a screen cover widget
- report the concern immediately to a member of staff
- report the URL of the site to technical staff/services.

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

Parents/carers will be informed of filtering breaches involving their child.

Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies, including but not limited to the Internet Watch Foundation (where there are concerns about child sexual abuse material), Kent Police, NCA-CEOP or Kent Integrated Children's Services via the Kent Integrated Children's Services Portal.
If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the DSL and/or leadership team.

Appropriate monitoring

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

We will appropriately monitor internet use on all school provided devices and networks. This is achieved by Physical monitoring (supervision), monitoring internet and web access (reviewing logfile information).

All users will be informed that use of our devices and networks can 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 relevant policies, such as child protection, acceptable use, and behaviour policies.
- Where the concern relates to staff, it will be reported to the headteacher (or chair of governors if the concern relates to the headteacher), in line with our staff behaviour/ Whistle-blowing policy.

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.

Information Security and Access Management

Madginford Primary School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in the acceptable use policies and online safety policy.

Madginford Primary School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
Judith Hodges, a member of the senior leadership team and Toby Butler, governor, are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

Our filtering and monitoring requirements apply to the use of generative AI in education.

If needed, the school will use the DFE's Plan Technology for Your School service to self-assess against filtering and monitoring standards.

Staff Training

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

Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

Educating pupils/students

Madginford Primary School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Working with Parents/Carers

Madginford Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by **providing information on our school website and through existing communication channels (such as official social media, newsletters etc.)**

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

Remote/Online learning

Madginford Primary 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 will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems: Google Classroom, Microsoft 365 or equivalent.

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

Staff and pupils will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy/code of conduct 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.

When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP).

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Madginford Primary School recognises that online safety is an essential part of safeguarding and will adopt a whole school approach to online safety which empowers, protects, and educates pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is considered 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.

Madginford Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation, including fake news, and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this: for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, including those generated by AI and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Staff will maintain an attitude of “it could happen here” in relation to online harm. Any concerns about a child’s online safety, digital activity or technology use will be reported to the DSL in line with this policy.

The governing body and leadership team will ensure that online safety is reflected within the school’s safeguarding arrangements and that appropriate systems, policies, procedures, training and monitoring are in place.

The DSL has responsibility for online safety within the school including understanding the filtering and monitoring systems and processes in place. The DSL will work with senior leaders, IT staff/providers,

curriculum leads and other relevant staff to ensure online safety concerns are recognised, reported and responded to appropriately.

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.

Madginford Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices and the internet

All school owned devices and systems will be used in accordance with relevant policies, including and with appropriate safety and security measures in place.

Staff Engagement and Expectations

Staff awareness, induction and training

All members of staff have been provided with a copy of part one of the current version of 'Keeping Children Safe in Education' which covers safeguarding information for staff.

- School leaders, including the DSL and governors will read KCSIE in its entirety.
- School leaders and all members of staff who work directly with children will read annex B of KCSIE.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This information is kept in the DSL office.

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. This will be achieved, via leaflets, specific training from the DSL, e-Learning etc.

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. This will be achieved by Inset/twilight training and at other times when required.

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. This will be achieved via direct training from DSL or online learning at least annually.

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. This will be achieved via email, e-bulletins, staff meetings.

Madginford Primary School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school

safeguarding arrangements and child protection policies. This will be achieved via input from knowledgeable and experienced staff, inviting input at staff meetings.

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

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

Safer working practice

Our 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 school's code of conduct.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and 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 policy. 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. 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, Acceptable Use Policies, and Social Media

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 ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

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.

Safer Recruitment and Allegations Against Staff

Safer Recruitment and Safeguarding Checks

Madginford Primary School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff:

- Madginford Primary School will follow relevant guidance in Keeping Children Safe in Education (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
- The governing board and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.
- The governing board will ensure that there is 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.

Madginford Primary 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, cautions, reprimands, and warnings.

Where the school places a learner with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child.

Madginford Primary 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 would otherwise perform in respect of our own staff.

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

The School will respond to allegations in line with the local Kent allegations arrangements and Part Four of KCSIE. In depth information can be found within our 'Managing Allegations against Staff' and staff behaviour policy/code of conduct policy**.** This can be found in the main office.

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Where headteachers are 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) Enquiry Line and/or the Education Safeguarding Service.

In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the headteacher (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.

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In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the headteacher (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.

Concerns that meet the 'harm threshold'

Madginford Primary 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 and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- 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 referred immediately to the headteacher who will contact the LADO (LESAS) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

Concerns that do not meet the 'harm threshold'

Madginford Primary School may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

Where low-level concerns are reported to the school, the headteacher will to share or liaise with the LADO enquiries officer via the LADO Enquiry Line.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

Additional information regarding low-level concerns is contained with our code of conduct – this includes what a low-level concern is and the importance of sharing them.

Safe Culture

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

Madginford Primary 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.

Opportunities to teach safeguarding

Madginford Primary 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 Relationships Education.

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

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

Madginford Primary 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

Madginford Primary recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Physical Safety

Use of 'reasonable force'

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our physical restraint policy.

The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school facilities/premises, the headteacher and governing board will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. 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 (i.e. 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.

Site security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

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. Visitors with DBS clearance wear red lanyards, those without DBS where yellow lanyards and are accompanied by a member of staff.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

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 serious concern and may result in a decision to refuse access for that individual to the school site.

Local Support

All members of staff in Madginford Primary School are made aware of local support available.

- **Kent Family Help**
  - Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance
  - Make a Request for Support to the Front Door Service via Kent Integrated Children's Services Portal – select 'urgent' if there is an immediate risk/concern
  - Front Door Service Consultation: 03000 411111
  - Out of Hours Number: 03000 419191

- **Community Based Early Help and Family Hubs**
  - Early Help and Preventative Services - KELSI and Early Help contacts - KELSI
  - Kent Family Hubs - Kent County Council

- **Kent Police**
  - NPCC When to call the police - guidance for schools and colleges
  - Home | Kent Police
  - Telephone 101 or 999 if there is an immediate risk of harm
  - [Insert details for local policing support, for example, local PCSO, school officer etc].

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

- **Adult Safeguarding**
  - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
  - Kent and Medway Safeguarding Adults Board: Kent & Medway SAB website

- **Kent LADO Education Safeguarding Advisory Service (LESAS)**
  - Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership
  - To refer to the LADO, complete a referral on the Kent Integrated Children's Services Portal.
  - To enquire if a LADO referral should be made, please use the LESAS enquiry form.
  - For strategic education safeguarding or online safety advice, or to enquire about LESAS commissioned services/support, please use the LESAS enquiry form.

_____	_____	_____
(Signature)	(Role)	(Date)

Appendix 1

Categories of Abuse

Abuse, neglect, harm and exploitation are rarely standalone events that can be covered by one definition or label. In many cases, multiple issues will overlap.

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. Children may be abused in a family or in an institutional or community setting by those known to them or by others. Abuse can be carried out both on and offline and can be perpetrated by men, women, and other children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Sexual abuse: involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the [school/college]'s policy and procedures for dealing with it.

Signs that may indicate Sexual Abuse

- Sudden changes in behaviour and/or education performance.
- Depression/withdrawal.
- Regression to younger behaviour.
- Sexualised behaviour or displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation, attempts at suicide
- Fire setting.
- Alluding to secrets which they cannot reveal, secrecy relating to use of technology, or unexplained gifts or money.
- Clinginess and/or need for constant reassurance
- Distrust of familiar adults or anxiety about being left with specific people.
- Fear of undressing, for example for PE.
- Sexually transmitted infection or pregnancy.

The Centre of Expertise on Child Sexual Abuse provides resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours.

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, abrasions or injuries around the face, mouth, cheeks or soft areas of the body.
- Bi-lateral injuries, fingertip bruising, bite marks, strap marks, welts or injuries suggesting beatings.
- Burns or scalds, including unusual patterns, spread of injuries or deep contact burns such as cigarette burns.
- Injuries that cannot be accounted for, or explanations which are inadequate, inconsistent, excessively plausible, or where there is a delay in seeking treatment.
- Covering arms and legs even when hot.

- Inappropriate or harmful medication use.
- Aggressive behaviour or severe temper outbursts.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from 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

- Overreaction to mistakes.
- Lack of self-confidence or self-esteem.
- Excessive need for approval, attention and affection.
- Sudden speech disorders.
- Unwillingness or inability to play.
- Extremes of passivity and/or aggression.
- Self-harm, eating disorders.
- Fear of parents being contacted.
- Compulsive stealing or drug, alcohol or solvent misuse.
- Secrecy relating to use of technology.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that may indicate neglect

- Constant hunger.
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing.
- Frequent lateness, non-attendance or running away.
- Untreated medical problems.
- Loss of weight/being constantly underweight.
- Poor relationships with peers, low self-esteem or withdrawn presentation.
- Compulsive stealing and/or scavenging.
- Rocking, hair twisting or thumb sucking.

Appendix 2

Support Organisations and Resources

KSCMP

- Worried about a child: www.kscmp.org.uk/guidance/worried-about-a-child
- Factsheets: www.kscmp.org.uk/training/factsheets
- Supporting resources: www.kscmp.org.uk/training/training-resources
- Video explainers: www.kscmp.org.uk/training/video-explainers
- Missing children: www.kscmp.org.uk/guidance/missing-children

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 or help@nspcc.org.uk

National Organisations

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

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line
- Shout: www.giveusashout.org

Support for pupils/students

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

Support for Adults

- KCC Adult Safeguarding: www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding
- Kent and Medway Safeguarding Adults Board: https://kmsab.org.uk/
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- Report Fraud: www.reportfraud.police.uk
- Shout: www.giveusashout.org

Support for Special Education Needs and Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk
- Kent Autistic Trust: www.kentautistictrust.org
- AFASIC: www.afasic.org.uk

- National Autistic Society: www.autism.org.uk
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Information Advice and Support Kent (IASK): www.iask.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
- Prisoners' Families Helpline - https://www.prisonersfamilies.org

Substance Misuse

- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people
- Talk to Frank: www.talktofrank.com

Domestic Abuse

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

Exploitation, violence and modern slavery and trafficking

- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: https://kentandmedwayvru.co.uk/
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- The Children's Society: www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation
- Report modern slavery: www.modernslavery.gov.uk
- Unseen: www.unseenuk.org

Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- FGM Factsheet
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

- Kent and Medway Prevent Team: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education
- Educate against Hate: www.educateagainsthate.com

- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Child-on-child abuse, including harassment and violence

- NSPCC Problematic and harmful sexual behaviour: https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk/advice/creating-safer-places/help-and-advice-for-schools
- Stop it Now! www.stopitnow.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk/

Online Safety

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

Mental Health

- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- KSCMP: Navigate Wellbeing: Mental Health Signposting for Education Settings
- Kooth: www.kooth.com
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/
- Mind: www.mind.org.uk
- Moodspark:https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: https://mindedforfamilies.org.uk/
- Kent Therapeutic Alliance and Therapeutic Support Service (KTATSS): https://ktatss.co.uk