

2025-2026

Our Community Multi Academy Trust
CEO – David Whitehead



Child Protection Policy

Committee	Board of Directors
Version	1.1
Approved on	
Signature	
Next Review Date	September 2026

Based on Keeping Children Safe in Education DfE guidance September 2025

Culture & Values:

We at Borden CE Primary School endeavour to provide the nurturing and caring environment essential to the inspiration and success of all members of the school community.

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

This is a core policy that forms part of the induction for all staff. 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.

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**Key Contact Personnel at
Borden CE Primary Primary School**

Designated Safeguarding lead: Georgina Ingram

Deputy Designated Safeguarding Leads: Jennifer Linton, Kim Murphy, Catherine Thomas, Hannah Fox, Peter Smith, Lizzie Blackmore

Named Safeguarding Trustee: Mike O'Connell

Date written: September 2025

Date agreed and ratified by Trust Board

Date of next review: September 2026

What to do if you have a welfare concern in this school

Why are you concerned?

- For example
 - Allegation/ child shares a concern or worry
 - Indicators of abuse or neglect

Immediately record your concerns (if urgent, speak to a DSL first)

- **Record your concern in detail on My Concern**
- Reassure the child
- Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
- Use child's own words
- Sign and date your records
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Support Level Guidance document and procedures SLG <https://www.kscmp.org.uk/>
- [KSCMP-Neglect-Toolkit-June-2025-final.docx](#)
- [..Front-Door-Profssionals-Consultation-Process-FINAL-002 \(1\).docx](#)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult Sarah Baker (Trust Safeguarding Lead) or Local Authority Social Worker at Central Referral Unit

If you are unhappy with the response

Staff:

- Follow **Whistleblowing Policy**

Pupils and Parents:

Follow school complaints procedures **see our website** www.borden.kent.sch.uk

Record decision making and action taken in the pupil's Child Protection/safeguarding file

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- 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**

Safeguarding and Child Protection - Useful numbers and contact details

LESAS - LADO Education Safeguarding Advisory Service (Previously known as)	https://forms.office.com/e/YSmA5MDUQb Complete enquiry form on above link
Children's Social Work Services	<ul style="list-style-type: none">Front door: 03000 411111Out of Hours Number: 03000 419191

Early Help: <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts>

School Contact details

Name of School	Telephone number	Headteacher and DSL
Borden CE Primary School	01795 472592	Georgina Ingram Jennifer Linton
Our Community Multi Academy Trust	07518 762784	Sarah Baker Trust Safeguarding Lead
Our Community Multi Academy Trust	07591203163	Mr David Whitehead (CEO)

1. Introduction, ethos and culture

- This school is a community and all those directly connected (staff, volunteers, governance members, parents, families and pupils) have an essential role to play in making it safe and secure. The school recognises its moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.
- This school recognises the importance of providing an ethos and culture within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- At this school we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

- Our school core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils both online and offline with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

All early years providers add:

- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy also complies with our funding agreement and articles of association.

3. Definition of Safeguarding

- This is now in line with the Working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined 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 the impairment of children's mental and physical health or development
 - Making sure that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes.
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- There are four main elements to our child protection policy
 - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);

- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

4. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2025(KCSIE)
 - Working Together to Safeguard Children 2023 (WTSC)
 - Ofsted: Education Inspection Framework' (2025)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - Early Years and Foundation Stage Framework 2025 (EYFS)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (County Lines)
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Child on Child abuse
 - Preventing radicalisation and extremism

- Private fostering
- Relationship abuse
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2025)

5. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - Behaviour Policy and Principles
 - Positive Handling Policy
 - Allegations against other pupils Policy
 - Searching, screening and confiscation (within *Behaviour Policy and principles*)
 - Online Safety
 - Social Media, Phone and Electronic Device Policy
 - Anti-Bullying Policy
 - Data Protection Policy
 - Image Use (within *Data Protection Policy*)
 - Drugs
 - Sex and relationships Policy
 - Intimate Care Policy
 - Health and Safety Policy
 - Attendance Policy (Children Missing Education)
 - Risk Assessment Policy
 - First Aid and Administration of medicine Policy
 - Accident and reporting Policy
 - Allegations Against Staff Policy
 - Code of Conduct for Staff
 - Low level concerns policy
 - ICT Acceptable Use Policy for staff
 - Safer Recruitment Policy
 - Whistle-Blowing Policy
- These documents can be found on the Shared document storage under ‘Safeguarding and SCR’.
- They are also available to access via the school website:
- www.borden.kent.sch.uk

6. Key Responsibilities

6.1 Governance

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.
- The Trust governance members have read and will follow KCSIE 2025. Further information regarding the key strategic responsibilities of the Trust Board and Headteacher are identified in Appendix 1.

- All trust governors will receive appropriate safeguarding and child protection training (including online), at induction and then at the start of each academic year.
- The Trust Board has a nominated Trustee for Safeguarding named on the front of this document who will take the lead role in ensuring that the Trust has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.
- The Trust Board, Headteacher and Leadership Team will ensure that the DSL(s) are properly supported in this role at a time and resource level.
- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information. The safeguarding partners should publish a document which sets out the local criteria for action in a way that is transparent, accessible and easily understood. This should include: the process for the early help assessment and the type and level of early help services to be provided; the criteria, including level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17, 20, 31 and 47 of the Children Act 1989; and clear procedures and processes for cases relating to the exploitation of children, children managed within the youth secure estate and disabled children.

6.2 Designated Safeguarding Lead (DSL)

- The school has appointed a Designated Safeguarding Lead (DSL) Georgina Ingram, Jennifer Linton at (NAME OF SCHOOL) . The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of school terms contact safeguarding@ocmat.gov.uk
- When the DSL is absent, refer to list of DSL's above
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role.
- The DSL and any deputy DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods including Bulletins from Kent, Online Training, conferences, Kent CPD Safeguarding Training courses, local meetings, phone conversations with Area Officers as appropriate/required) at regular intervals and at least annually.
- The school has appointed additional staff to deputise for the DSL. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- A poster showing all trained DSL's and Deputy DSL's for the academy is also available in the school and is updated monthly.
- DSLs need to take into account the learning from the following review: Help, protection, education: concluding the Children in Need review June 2019
- Have a good understanding of the filtering and monitoring systems and processes in place at Borden CE Primary

It is the role of the DSL to:

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring

that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
 - In the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with WTSC 2023
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2025.
- If a child is at immediate risk of harm dial 999- please refer to [When to Call the Police NPCC](#)

See Appendix C KCSIE 2025 for further Role description

The trust offers supervision for DSL's upon request.

Your DSL's can be contacted out of hours by using the email address: sarah.baker@ocmat.org.uk

6.3 Members of Staff

- All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are Lesbian, Gay, Bi and Gender Questioning to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy/deputies, the behaviour policy, and online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
 - The fact that children who are (or who are perceived to be) lesbian, gay, bi or gender questioning can be targeted by other children
- What to look for to identify children who need help or protection

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

- **All members of staff have a responsibility to:**
 - Provide a safe environment in which children can learn.
 - Be prepared to identify children who may benefit from early help.
 - Understand the early help process and their role in it.
 - Understand the schools safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know what to do if a child tells them that he or she is being abused or neglected.
 - Know how to maintain an appropriate level of confidentiality.
 - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
 - Contribute towards, read and adhere to the school policies.
 - familiarise themselves with the responsibilities as outlined in this document:
<https://www.kelsi.org.uk/child-protection-and-safeguarding/safeguarding-policies-and-guidance>
which can be accessed in the Staff Room, School office in each school, Staff Handbook and on the shared document storage under 'Safeguarding and SCR'.

6.4 Children and Young People

- **Children and young people (pupils) have a right to:**
 - Contribute to the development of school safeguarding policies.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online. through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

6.5 Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere to the relevant school/policies and procedures.
 - Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

- A statement in the school information will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Each School also has a page dedicated to Safeguarding on their school websites.

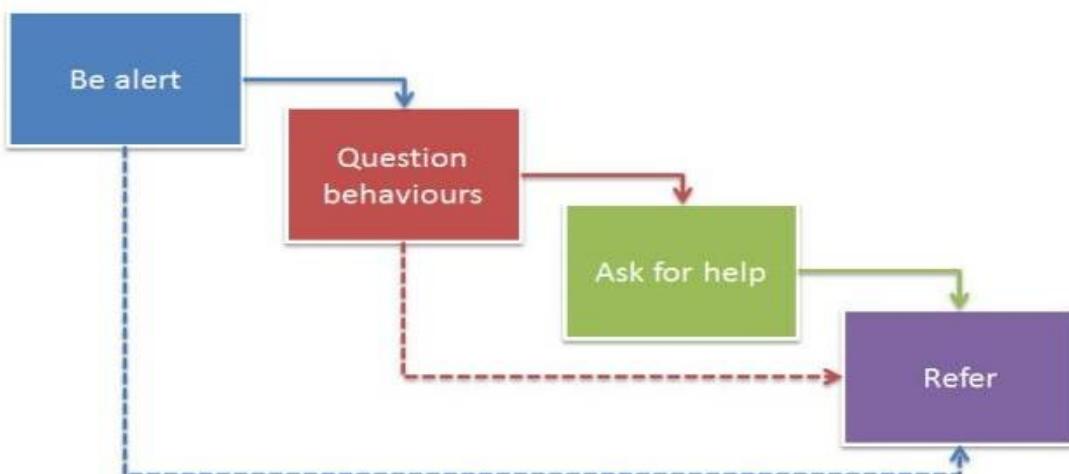
Parents can obtain a copy of the schools Child Protection Policy and other related policies on request and can also view them on the school website www.borden.kent.sch.uk

7. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse, neglect and/or exploitation can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours' may also indicate child abuse, neglect and/or exploitation, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

8. Safeguarding and Child Protection Procedures

- This school adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website www.kscmp.org.uk
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- The DSL may seek advice or guidance from LESAS before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm and would undermine a criminal investigation.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the LESAS or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via LESAS.

9. Record Keeping

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern platform known as 'My Concern' (with a body map if injuries have been observed) the record is then emailed directly to all DSL's and Deputy DSLs. Records will be completed as soon as possible after the incident/event, using the child's words. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing and added to ‘My Concern’. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- All staff have their own ‘My Concern’ account, which they can access from any device connected to the internet.
- Green forms will be available in the staffroom for school visitors or supply staff who need to record a concern, these forms must be completed and handed to a DSL before leaving the school site.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained electronically and securely, where they can only be accessed by a DSL. Safeguarding records are shared with staff on a ‘need to know’ basis only.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

> 5 days for an in-year transfer, or within

> The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Detailed guidance on Record Keeping is found in a separate document “Guidelines for Safeguarding Record Keeping in Schools”.
- The Headteacher will be kept informed of any significant issues by the DSL

10. Multi-Agency Working

- This school recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTTSC 2023) those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- This school is not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.
- This school recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help multi agency meetings.
- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

11. Confidentiality and Information Sharing

- This school recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 3.
- DfE Guidance on Information Sharing provides further detail.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- The [UK General Data Protection Regulation](#), Data Protection Act 2018 and associated legislation does 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. 86. Further details on information sharing can be found:
 - in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
 - at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
 - at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
 - in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

12. Complaints

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under Section 17 of this document and the specific **Allegations Against Staff Policy**. This can be found on OCMAT's Website www.ocmat.org.uk

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2025) which covers Safeguarding information for all staff. School leaders and Governance will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within *Keeping Children Safe in Education* 2025. This is completed on EVERY training system. This information will be kept on personnel files as a record.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers.

- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - **Respond** appropriately to safeguarding issues and take action in line with this policy
 - **Record** concerns in line with the school policies
 - **Refer** concerns to the DSL and be able to seek support external to the school if required
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates via staff meetings, briefings and emails, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including temporary staff) will also be made aware of the schools expectations regarding safe and professional practice via the Staff Code of Conduct and ICT Acceptable Use Policy for Staff (AUP) which is provided and discussed as part of the induction process.
- The Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the Trust Board (Mike O'Connell) all governance members will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safe Working Practice

- All members of staff are required to work within clear guidelines and policies relating to safe working practices / the Trust Code of Conduct.
- Staff should be aware of the Trust Behaviour Policy and Principles for Pupils, Positive Handling Policy and Exclusion Policy, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the Trust Online Safety and Acceptable Use policies.

15. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children

- The school is an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All members of staff have regular reviews of their own practice to ensure they improve over time.
- 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.

FOR SCHOOLS WITH EARLY YEARS AND FOUNDATION STAGE PROVISION:

- 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) 2025.

16. Safer Recruitment

- This school is committed to ensure that they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- The Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process along with online searches for shortlisted candidates. This is to place safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.
- The school is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
 - Dates of recruitment;
 - References;
 - Identity checks;
 - Criminal records check reference number, including date check was obtained and details of who obtained it;
 - Eligibility to work in the UK checks;
 - Other essential key data.
- The Headteacher and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements. Best practice would also suggest that at least one member of the Trust Board would also complete Safer Recruitment Training to ensure a trained panel member is available for Headteacher recruitment.
- The Headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.
- We are also 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. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

17. Allegations Against Members of Staff and Volunteers

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, trust central staff and volunteers) posing a risk of harm to children, then:

- This should be referred to the headteacher or principal, who will also report it to the Trust.
- Where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; this will also be shared with the CEO.
- This school recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received, including allegations against staff that do not meet the harm threshold (Low Level Concerns). When managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Such allegations should be referred immediately to the Headteacher who will first contact LESAS. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported directly to the LESAS.

This includes all staff and volunteers including supply or agency staff see page 92 KCSIE 2025 if concerns re supply staff are raised school should ensure these are dealt with properly

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the Trust's Whistle-blowing Policy and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline.
- 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
- This 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 and/or Schools Personnel Service.

- For specific guidance on how to respond to allegations against staff, please refer to the **Code of Conduct Staff Behaviour Policy, Low Level Concerns Policy and Whistle Blowing Policy** which can be found on our website: www.ocmat.org.uk

When in doubt – consult

18. Safeguarding Children with Special Educational Needs and Disabilities

- This school acknowledges that children with special educational needs (SEN) or certain health conditions can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- This school will ensure that children with SEN or certain health conditions, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN or certain health conditions can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

19. Child on Child Abuse

- All members of staff at this school recognise that children are capable of abusing their peers. Child on Child abuse can take many forms, including but not limited to, bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence and sharing of nudes ('sharing nudes and semi nudes'). Staff and leadership are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.
- This school believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sharing nudes and semi nudes' (Youth Produced Sexual Images) will not be tolerated. The school will respond to cases of 'sexting' in line with UKCIS "Sharing nudes and semi nudes" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.
- *Statutory requirement from September 2022:*

As a *school*, should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

- We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required.

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13

➤ The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

Curriculum Coverage

Pupils are taught about the issues surrounding relationships and sex education, and computing programmes that are appropriate.

20. Gangs, County Lines, Violent Crime and Exploitation

- This school recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased absence from school.
- Change in friendships/relationships with others/groups.
- Significant decline in performance.
- Signs of self-harm/significant change in wellbeing.
- Signs of assault/unexplained injuries.

21. Online Safety

- It is recognised by the School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.
- This school identifies that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

➤ **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalization, extremism and conspiracy theories.

➤ **Contact** – being subjected to harmful online interaction with other users, such as 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, such as 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; and

➤ **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

- The DSLs and leadership teams have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2025.
- This school recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2025 and EYFS 2025, and has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools **Online Safety Policy, ICT Acceptable Use Policy, Social Media, Phone and Electronic Device Policy and Data Protection Policy (including image use)** which can be found in the Staff Room, School office in each school, Staff Handbook and on the i-drive (Shared Network) under 'Safeguarding'.
- This school will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The web filtering and monitoring is applied by EiS, OCMAT's broadband provider, using the Lightspeed content control system. The policies have been created specifically for education and all filtering is managed by EiS. This content system blocks access to all websites and the policies are then added to allow access to sites deemed appropriate by the Headteacher. Levels of access can be controlled so that groups such as staff may access sites which are blocked to students, such as *Youtube* for teaching purposes only. Schools may request access to blocked sites from time to time and may also request that specified sites should be blocked. Reports can be requested listing details of access to sites at any time. Link to DfE's "*Plan technology for your school*" tool. [The Key Leaders+2BCS SAFEGUARDING+2](#)
- This school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
- This school acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school **Social Media, Phone and Electronic Device Policy** which can be found on our website, in the Staff Room and School office in each school, Staff Handbook and on the i-drive (Shared Network) under 'Safeguarding'.

- This school will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

22. Artificial intelligence (AI)

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- Borden CE Primary recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Borden CE Primary will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying/behaviour policy.
- Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the Borden CE Primary School.

23. Curriculum and Staying Safe

- We recognise that schools 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.
- This school's curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and 'sexting'. KCSIE 2025 signposts to revised RSHE (Relationships, Sex & Health Education) guidance effective from **1 September 2026**.
- Systems have been established to support the empowerment of 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.
- Specific systems outside of expected day to day classroom interaction and other means of support may be available. The following list is not exhaustive:
 - School/Student Council
 - Listening posts/benches
 - Worry boxes
 - Buddy and peer-mentoring systems
 - Peer mediation

- PSHE events
- Regular feedback questionnaires with groups of children
- Anti-Bullying Policy
- SEAL
- Kidscape programme
- Think U Know, Childnet, Digital Literacy Scheme of work etc.

24. 22.0 EYFS Children within school

See also the staff AUP regarding use of camera <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

All procedures and statements of policy also refer to the children in the school who are in the Early Years foundation Stage.

25. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Headteacher will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. The Headteacher will also seek written assurance that the organisation concerned will adhere to **The Prevent Duty Counter-Terrorism and Security Act 2015** and not use the premises for the promotion of extremist acts or views.
- If this assurance is not achieved then an application to use premises **will be refused**.

26. 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. We operate within a whole-school community culture and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable 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.

27. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Trustees being formally sought. The policy will also be available to parents/carers on the Trust and school websites.
- This policy has been written in September 2025 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy will be reviewed at least annually.

- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff including any allegations that do not meet the harm threshold (Low Level Concerns) to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

28. Local Support

- All members of staff are made aware of local support available
 - [LESAS-Mission-Statement.pdf \(kscmp.org.uk\)](http://LESAS-Mission-Statement.pdf (kscmp.org.uk))
 - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
- Children's Social Work Services
 - Front door: 03000 411111
 - Out of Hours Number: 03000 419191
 - Email:social.services@kent.gov.uk
- Early help
 - 03000 414141
 - Email earlyhelp@kent.gov.uk
- Kent Police
 - 101 (or 999 if there is an immediate risk of harm)
- Kent Safeguarding Children Multi-agency Partnership (KSCMP)
 - kscmp@kent.gov.uk
 - 03000 421126

29. National Support

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk

- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

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

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

30. Appendix 1: Categories of Abuse

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. (Contextual Safeguarding) All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

Abuse: a form of maltreatment of a child. Somebody may abuse, neglect and/or exploit a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2025 and staff who have direct contact with pupils should also read annex A.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso

- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers

- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

31. Appendix 2: Specific Safeguarding Issues (Also see Keeping Children Safe in Education 2025)

Children Missing from Education

This School recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school is aware that a child going missing from education is a potential indicator of abuse or neglect.

This school has a procedure in place for responding to unauthorised absence and for dealing with children missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and/or exploitation, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the school's policy and procedures regarding **attendance** and **inclusion**. "Working Together to Improve School Attendance" is now **statutory guidance**. Absence (particularly unexplainable / persistent) can now act as a safeguarding concern. Wording updated to include both "absent from education or children missing education"; and emphasise staff awareness when absence is repeated and/or prolonged, as a potential safeguarding indicator.

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

All staff have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse may involve an exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

This school identifies that CSE involves exploitative situations, contexts and relationships and may involve young people receiving something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at this school recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

County lines see KCSIE 2025

'Honour based' Abuse

Members of staff at This school are aware that 'Honour-based' abuse (HBA) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBA and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- "FGM The Facts":
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_M_T_Updates_to_the_FGM_The_Facts_WEB.pdf
- [Female genital mutilation: the facts \(accessible version\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/fgm-the-facts)

All members of staff will follow the school and KSCMB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

LINK: [Summary of the FGM mandatory reporting duty](https://www.gov.uk/government/publications/fgm-mandatory-reporting-duties)

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](https://www.gov.uk/government/publications/multi-agency-guidelines-for-forced-marriage), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Radicalisation

This school recognises that exposure of children (and adults) to radicalisation into terrorism can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

The school will ensure all members of staff complete an approved training package which includes guidance on how to identify people from becoming terrorists or supporting terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL's complete prevent referrals online course.

Every member of staff at this school recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at this school will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the schools Online Safety Policy.

Mental Health

All staff should also 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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. Where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

See Rise Above for links to all materials and lesson plans.

Up-skirting

The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up-skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

[Domestic Abuse Act 2021: overarching factsheet - GOV.UK \(www.gov.uk\)](#)

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Further detail on Pg 154 of KCSIE 2025

This school is part of the Operation Encompass scheme. Operation Encompass ensures that there is a simple telephone call or notification to a school's trained Designated Safeguarding Lead /Officer (known as key Adult) prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Children who need a social worker

Children potentially at greater risk of harm Children who need a social worker (Child in Need and Child Protection Plans) Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the

conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this. Children requiring mental health support

Mental Health

All staff at this school are 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.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

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 designated safeguarding lead or a deputy.

32. Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCMP: www.kscmp.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

33. Appendix 4: DSL Job Description

The role of the DSL – ‘Designated Safeguarding Lead’ has been clearly set out by the NSPCC Factsheet and forms the basis of our job description. The attached role and subsequent responsibilities are attached.

All DSL’s are required to read the information below and then sign/date this document to say they have read and understood the role. This document will be reviewed annually in line with the ‘Appraisal Process’ and any changes to the Keeping Children Safe in Education 2025 Document produced by the Department for Education.

To be clear – The Lead ‘Designated Safeguarding Lead’ has overall responsibility.

Name (in capitals): _____

Delete as appropriate – LEAD / DEPUTY

Date: _____

Signature: _____

See also [DSL Fact Sheet](#) from NSPCC and <https://learning.nspcc.org.uk/media/1587/role-description-for-child-protection-lead.pdf> for NSPCC job description.

34. Appendix 5: Transporting children to events

Where parents/carers transport their own children, or make private arrangements with other parents/carers to deliver or collect their children, they are responsible for their children’s safety and for the suitability of any travel arrangements. The Trust/School does not take responsibility for this.

However, where the school is organising transportation of children and asks or requires parents to transport other people’s children on our behalf. Then the school has a responsibility to take reasonable steps to safeguard these young people for whom they have a duty of care.

We will ask all parents that offer to provide transport to children to undertake an enhanced DBS check, check their Car insurance documents, MOT and see their driving licence to ensure their suitability.

Only once all that is done would we formally allow them to transport children.

Key considerations:

Best practice is clearly to avoid transporting a child alone, but we recognise that in some circumstances it is an essential part of a child’s participation. If all alternatives have been exhausted and an adult has to transport a child, there are a number of safety measures that should be put in place to minimise the risk:

- Establish the suitability of any driver. The driver like all volunteers who have unsupervised access to children in your organisation, should have agreed to a vetting check (where appropriate) and be carried out as part of wider safe recruitment procedures.

- Parents/carers should be informed of transport arrangements including the person who will be transporting their child, the reasons why and how long the journey will take.
- A person other than the planned driver should talk to the child about transport arrangements to check they are comfortable about the plans.
- Schools must ensure drivers representing the school have valid car insurance, MOT and driving licence prior to carrying any passengers.
- We advise the individual/driver to check with their own insurance company if they want to use their car as part of their paid/volunteer role.
- Schools should try to ensure there is more than one child in the car.
- When transporting children after an event volunteers should alternate which child is dropped off last. Ideally two children would be dropped off at an agreed point such as one of their family homes. The person who returns the children to the agreed point, such as family home, should be alternated; this would reduce the risk of any one individual frequently being alone with a particular child or group.
- The driver should have a point of contact and mobile phone should they break down.
- Ensure that children are aware of their rights to be safe and that they have someone to turn to or report any concerns they may have.
- Late collections can present schools with particular difficulties. Parents/carers should be provided with guidelines addressing the issue and outlining their responsibility and the consequences of late collections. Schools should have contact numbers for parents/carers and if possible be provided with an alternative contact number. Parents/carers should have a contact number for the club/coach to inform them of emergencies and possible late collections.
- Children should wear seatbelts at all times. The following is guidance regarding the seat-belt law which was introduced in September 2006, for more information please visit <https://www.gov.uk/seat-beltlaw/overview>.

Children must have an appropriate child restraint or seatbelt when travelling in a car or goods vehicle.

- Under 12 years old or 135cm tall must use the right type of booster chair or booster cushion.
- Older children should use an adult seatbelt.