Safeguarding and Child Protection Policy 2026-2027

(Including Use of Reasonable Force, Managing Allegations against Staff and Safer Recruitment)

This policy is based on the
DfE Keeping Children Safe in Education 2026 and
Working Together to Safeguard Children 2026

Date written: September 2026

Date agreed and ratified by the Governing Body: September 2026

Date of next full review: September 2027

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

Key Contacts

Title	Name	Contact Information
Designated Safeguarding Lead (DSL)	Mrs Sarah Roberts	sroberts@htsj.school
Deputy Designated Safeguarding Lead & Safeguarding Officer	Mrs Ewa Farrall	Efarrall@htsj.school
Deputy Designated Safeguarding Lead	Ms Katy Cygan	Kcygan@htsj.school
Deputy Designated Safeguarding Lead	Mrs Alex Douglas	Adouglas@htsj.school
Deputy Designated Safeguarding Lead	Mrs Donna McGuirk	DmcGuirk@htsj.schoool
Deputy Designated Safeguarding Lead	Mrs Louise Sands	Lsands@htsj.school
Designated Teacher for Children in Care	Mrs Sarah Roberts	Sroberts@htsj.school
Safeguarding Governor	Mrs Kim Stoner	Kstoner@htsj.school
Channel Helpline		02073407264
Local Authority Designated Officer		03000 41 08 88 or kentchildrenslado@kent.gov.uk

What to do if you have a welfare concern in Holy Trinity & St John's CE Primary School?

Why are you concerned?

For example

- Something a child has said, for example, an allegation of harm
- Child's appearance; may include unexplained marks/bruises as well as dress
- Behaviour change(s)
- Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL/a Deputy DSL first.

Follow the school procedure

- Reassure the child
- Clarify concerns, using open questions if necessary (TED: Tell, Explain, Describe)
- Use child's own words and record facts, not opinions.
- Sign and date your records
- Seek support for yourself if required from our DSL/a Deputy DSL

Inform the Designated Safeguarding Lead or one of the Deputy DSLs

(Names at the front of this policy)

- Consider whether a child is at immediate risk of harm; are they safe to go home?
- If a child is at risk of immediate harm, call the Integrated Front Door on 03000 411 111 (outside office hours - 03000 419 191) or the Police on 999 immediately
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate, for example, Internal or community services, early help open access, LADO, Police, or make a Request for Support via Integrated Children's Services: 03000 411 111
- If unsure, consult with Area Education Safeguarding Advisor: (03000 418503) or Local Authority Social Worker at the Front Door: (03301 651140) www.kscmp.org.uk

If you are unhappy with the response

Staff:

- Follow Local Authority escalation procedures
- Follow our school whistleblowing procedures

Pupils or Parents/Carers:

- Follow school complaints procedures on our school website www.holytrinitymargate.co.uk

Record decision making and action taken in the pupil's CPOMS record

Monitor

Be clear about:

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

Review and **request further support** if necessary

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

Child Focused Approach to Safeguarding

Introduction

Holy Trinity & St John's CE Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers/carers, wider family networks, and pupils) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

Safeguarding is fundamental to the words within our school's Christian vision and our school values of Courage, Compassion and Community.

Holy Trinity & St John's CE Primary School believe that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Staff working with children at Holy Trinity & St John's CE Primary School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act immediately.

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

Holy Trinity & St John's CE Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school, children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Holy Trinity & St John's CE Primary School recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of children's behaviour and consider any underlying trauma.

Our core safeguarding principles are:

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

The procedures contained in this policy apply to all staff, including Governors, temporary or third-party

agency staff and volunteers, and are consistent with those outlined within Keeping Children Safe in Education 2026.

Policy Context

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Maintained schools governance guide. We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (see Section 3).

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- 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 age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make 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

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

- 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.

- Holy Trinity & St John's CE Primary School will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.

Definition of Safeguarding

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes images that are fully or part computer-generated or distorted in any way.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2026 (and defined in the Children Act 2004, as amended by Chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

- The chief officer of police for an area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Policy Compliance, Monitoring and Review

- Holy Trinity & St John's CE Primary School will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

- All staff (including temporary staff) will be provided with a copy of this policy and Part One of the guidance which all staff must read in full. These can also be found on the Safeguarding Board in the main staffroom and in the school office. Staff will sign a declaration at the beginning of the year to say they have read and understood Part One.

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

- The policy forms part of our whole school approach to everything we do and will be reviewed annually by the Headteacher (Lead DSL) who has responsibility for oversight of safeguarding and Child Protection systems.

- The Headteacher (Lead DSL) will ensure regular reporting on safeguarding activity and systems to the Safeguarding Governor and Governing Body however, they will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Key Responsibilities

Governance and

Leadership

The Governing Body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness.
- This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Ensure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
    - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
    - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

- This includes but is not limited to safeguarding all members of the school community (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- For further information about our approaches to equality, diversity, and inclusion, please access our schools' policies and website.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate. All governors will read Keeping Children Safe in Education 2026 in its entirety.

Designated Safeguarding Lead (DSL)

The school has appointed Mrs Sarah Roberts, Headteacher as the Designated Safeguarding Lead (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and Child Protection systems (including Online Safety and understanding the filtering and monitoring systems and processes in place) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and Child Protection remains with the DSL and this responsibility will not be delegated.

Additionally, Holy Trinity & St John's CE Primary School has appointed Deputy DSLs, Mrs Ewa Farrell (safeguarding officer), Ms Katy Cygan, Mrs Alex Douglas, Mrs Donna McGuirk and Mrs Sands who will have delegated responsibilities and act in the DSL's absence.

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

It is the role of the DSL to carry out their functions as identified in Keeping Children Safe in Education 2026.

This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
- Maintaining a confidential recording system for safeguarding and child protection concerns.
- Coordinating safeguarding action for individual children.
- When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE and WTSC.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary.
- Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences).
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- Taking lead responsibility for Online Safety, including understanding the filtering and monitoring

systems and processes in place.

- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and Child Protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the Deputy DSLs to inform them of any safeguarding issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

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

The DSL is also the Prevent Lead and organises whole school Prevent training at least every other year or when appropriate.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems that support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting
- Ensuring the correct facilities are available e.g., providing separate boys/girls toilets from the age of eight (unless separate cubicles can be locked on the inside) and documented alternative arrangements are considered for gender questioning pupils

Members of Staff

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

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.

- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early support of Early Help.
- Understand the early help process and their role in it.
- Understand the school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers 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 LGBTQ+ to speak out and share their concerns
- Act in line with Teachers' Standards 2012 which state that teachers (including Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff will:

- Read and understand Part One of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2026, 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 and carers. This includes making parents and carers 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 LGBTQ+ to speak out and share their concerns.

Staff at Holy Trinity & St John's CE Primary School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Holy Trinity & St John's CE Primary School will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our Code of Conduct and pupil Relational Approach to Behaviour Policy.

All staff are aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety that includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, 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, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, 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)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- 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, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

Virtual School Heads

Virtual School Heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.
VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g., DSLs, Special Educational Needs Co-ordinators (SENCOs), social workers, mental health leads and others.

Children and Young People

Children and young people have a right to:

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

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 and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm, including online.

- Seek help and support from the school or other agencies.

Child Protection Procedures

Recognising Indicators of Abuse and Neglect

Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child. They shall remain alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether they have an EHCP or not)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime.
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of honour or faith-based abuse such as female genital mutilation or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026. This is outlined locally within the Kent Support Levels Guidance.

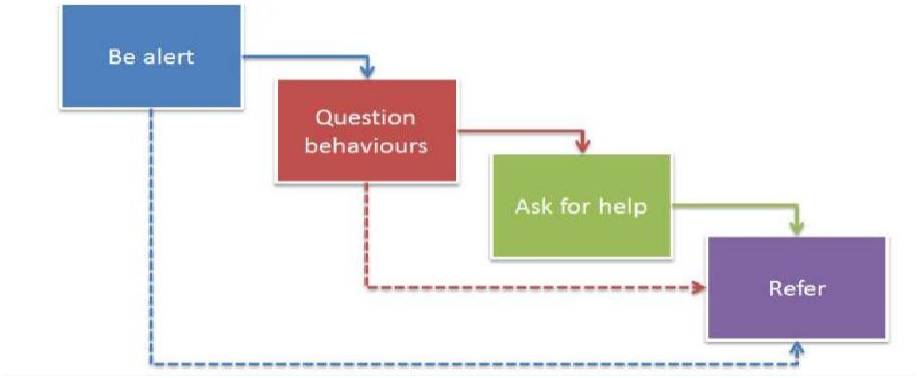
Holy Trinity & St John's CE Primary School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse
(for more in-depth information, see Appendix 1):

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

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

All members of staff are expected to be aware of and follow the below approach if they are concerned

about a child:



'What to do if you are worried a child is being abused' 2015

Holy Trinity & St John's CE Primary School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however all concerns should be taken seriously and will be explored by the DSL/Deputy DSLs on a case-by-case basis.

Holy Trinity & St John's CE Primary School recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL/Deputy DSL.

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

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

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

Holy Trinity & St John's CE Primary School recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

Holy Trinity & St John's CE Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be informed by the DfE 'Searching, screening and confiscation at school' guidance.

- The Lead DSL will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in the DfE guidance or an item included within any school policy. The DSL/Deputy DSL will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.
- Staff will involve the DSL/Deputy DSL without delay if they believe that a search has revealed a safeguarding risk.

Responding to Child Protection Concerns

If staff are made aware of a Child Protection concern, they are expected to:

- Listen carefully to child, reflecting back the concern
- Use the child's language
- Be non-judgmental
- Avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED)
- Not promise confidentiality as concerns will have to be shared further, for example, with the DSL/a Deputy DSL and potentially Integrated Children's Services
- Be clear about boundaries and how the report will be progressed
- Record the concern using the facts as the child presents them, in line with school record keeping requirements on CPOMS.
- Inform the DSL/a Deputy DSL, as soon as practically possible

If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL/a Deputy DSL.

The DSL/ Deputy DSL should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL/a Deputy DSL is not available, this should not delay appropriate action being taken by staff. Staff should take advice from the Education Safeguarding Service or a consultation with a social worker from the Front Door (for contact information, see flowchart on page 4). In these circumstances, any action taken will be shared with a DSL/a Deputy DSL as soon as is possible.

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

Holy Trinity & St John's CE Primary School will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).

The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: https://www.kscmp.org.uk/procedures.

In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found at: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services

Where it is identified a child may benefit from Early Help support, as provided by the Integrated Care Service (ICS) , the DSL/Deputy DSL will generally lead as appropriate and make a request for support via the Front Door.

The DSL/Deputy DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.

All staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), a 'request for support' will be made immediately to Kent Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.

Holy Trinity & St John's CE Primary School recognises that in situations where there are immediate Child Protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).

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

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

The DSL/Deputy DSLs and staff will be mindful of the need for the school to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school where families are struggling will be overseen and reviewed by the DSL/a Deputy DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network. Where the school is unsure, advice will be sought from the Education Safeguarding Service.

Recording Concerns

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on CPOMS and the DSLs will be alerted.

Visitors and volunteers to the school will be able to complete blue safeguarding recording forms which are kept in the main school office and passed directly to a DSL.

An incident form will be completed as soon as possible after the incident/event, using the child's words. Child Protection records will record facts and not personal opinions. A body map will be completed if visible injuries to a child have been observed.

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

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

Child Protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome. Child Protection records are kept confidential and any paper records are stored securely. Child Protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child Protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

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

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

When a new pupil starts at Holy Trinity & St John's CE Primary School, we will request their electronic files to be transferred using CPOMS. If the school does not use CPOMS, we will make a request for them to be delivered by hand or by recorded delivery. Where the school receives Child Protection files from another setting, the DSL will ensure key staff such as our Inclusion Leader will be made aware of relevant information as required.

Where a pupil joins the school and no Child Protection files are received, the DSL will proactively seek to confirm from the previous setting whether any Child Protections exist for the pupil, and if so, if the files have been sent.

Multi-Agency Working

Holy Trinity & St John's CE Primary School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements as identified within Working Together to Safeguard Children 2026.

The School Leadership Team, Governing Body and DSL/Deputy DSLs will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. This includes being part of local school groups and working parties.

Holy Trinity & St John's CE Primary School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote

children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings. The school will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a Section 17 or a Section 47 assessment.

The DSL/Deputy DSLs are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with the schools Behaviour Policy and the DFE 'Searching, screening and confiscation at school' guidance.

Confidentiality and Information Sharing

Holy Trinity & St John's CE Primary School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to Child Protection at the earliest opportunity as per statutory guidance outlined within KCSIE.

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

Holy Trinity & St John's CE Primary School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. This is, Invicta Law LTD, dpo@invicta.law.

Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

KCSIE, the Information Commissioner's Office (ICO) and the DfE "Information sharing advice for safeguarding practitioners" guidance provides further details regarding information sharing principles and expectations. This can be found on the Safeguarding notice board in the main staffroom, or in the safeguarding folder on Share Point.

The Lead DSL/Deputy DSLs will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our Confidentiality Policy (available from the school office or on the Staff Shared Area of the network) staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL/a Deputy DSL and with other agencies as appropriate.

In regard to confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL/Deputy DSL and Kent Integrated Children's Services. All staff are aware they

cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk)
  - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
  - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Complaints

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

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse in education can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663

or via email: help@nspcc.org.uk

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

The Leadership Team at Holy Trinity & St John's CE Primary School will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with Section 8 of this policy.

Specific Safeguarding Issues

Holy Trinity & St John's CE Primary School is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in Part 3 of this policy and speak with the DSL/a Deputy DSL.

If a child makes a disclosure to you:

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words on the child's CPOMS record. Stick to the facts, and do not put your own judgement on it
- Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education 2026 explains that FGM comprises "the partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 2 of this policy.

Staff should not examine pupils.

Any teacher who either:

Is informed by a girl under 18 that an act of FGM has been carried out on her; or

Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth must immediately report this to the police, personally. This is a mandatory statutory duty and teachers will face disciplinary sanctions for failing to meet it.

The duty for teachers mentioned above *does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known* to have been carried out.

Unless they have been specifically told not to disclose by the police, the teacher should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL/a Deputy DSL and follow school safeguarding procedures.

Child-on-Child Abuse

All members of staff at Holy Trinity & St John's CE Primary School recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual

assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes, AI generated content, including deepfake images)

Holy Trinity & St John's CE Primary School recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery, AI generated images and deep fakes)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals.

Procedures for Dealing with Allegations of Child-on-Child Abuse

If a pupil makes an allegation of abuse against another pupil:

- The allegation will be recorded on CPOMS and investigated by a DSL.
- The DSL will contact the Local Authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We believe that all staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.

Holy Trinity & St John's CE Primary School recognises that even if there are no reported cases of child-on-child abuse, such abuse could still be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL/a Deputy DSL about any concerns regarding child-on-child abuse.

In order to minimise the risk of child-on-child abuse, Holy Trinity & St John's CE Primary School will:

- Listen to the voice of all pupils
- Provide dedicated adults to talk to and quiet spaces where this can be facilitated
- Implement a robust Behaviour and Anti-bullying Policy
- Remind pupils of where they can go for support

- Provide an age/ability appropriate PSHE and RSE curriculum
- Provide a range of reporting mechanisms, for example, worry boxes, regular 'check ins'
- Put posters around encouraging children to share their worries with a trusted adult
- Challenge any unwanted language

Holy Trinity & St John's CE Primary School want children to feel able to confidently report abuse and know their concerns will be treated seriously. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Staff at Holy Trinity & St John's CE Primary School will be trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports.
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of 'it could happen here'.
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

  For example:

  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL if they have any concerns.

Concerns about pupils' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example Behaviour, Anti-Bullying, and Child Protection policies.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

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

- Taking reports seriously
- Listening carefully
- Avoiding victim blaming
- Providing appropriate pastoral support

- Working with parents/carers, reviewing educational approaches
- Following procedures as identified in other policies, for example, the school Anti-Bullying, Behaviour and Child Protection Policy
- Informing the police and/or Integrated Care System (ICS) if necessary and appropriate

Child-on-Child Sexual Violence and Sexual Harassment

When responding to concerns relating to child-on-child sexual violence or harassment, Holy Trinity & St John's CE Primary School will follow the guidance outlined in Part 5 of KCSIE.

Holy Trinity & St John's CE Primary School recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Holy Trinity & St John's CE Primary School recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

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

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example Anti-Bullying, Behaviour, Child Protection and online safety.

Holy Trinity & St John's CE Primary School recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils that avoids alarming or distressing them.

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

The DSL/a Deputy DSL is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response. If possible, two adults will be present while listening to a child's disclosure, at least one of whom will be the DSL/Deputy DSL.

- The DSL/a Deputy DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with Part Five of KCSIE and relevant local/national guidance and support, for example KSCMP procedures and support from the Education Safeguarding Service.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, all other children and staff and any actions that are required to protect them.
- Any concerns involving an online element will take place in accordance with relevant

local/national guidance and advice.

Reports will initially be managed internally by the school and where necessary referred to Integrated Children's Services (Early Help and/or Children's Social Work Service).

Important considerations which may influence this decision include:

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra-familial harms and any necessary support for siblings following incidents.
- whether there are any ongoing risks to the victim, other children, or school staff.
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- the DSL/Deputy DSL will need to balance the victims wishes with how they would like the school to proceed with the school's duty to protect them and other children. If the DSL/Deputy DSL does make a referral against a child's wishes, this situation will be handled with care and specialist support offered

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

Nude and/or Semi-nude Image Sharing by Children

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

The sharing of images includes risks from generative AI tools, including those that have been created or digitally altered. Photo sharing, does not depend on the photo being genuine and our school acknowledges the harm that the sharing of synthetic, manipulated content can bring. The school also recognises that children can be exposed to harmful interactions with AI chatbots that simulate human

interaction and be exposed to dangerous, manipulative or inappropriate interactions without another human being involved. Any incidents of this nature will be dealt with in accordance to school safeguarding procedures.

Holy Trinity & St John's CE Primary School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or 'sexting') can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL/a Deputy DSL.

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised:

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

The DSL/a Deputy DSL will respond to concerns in line with the non-statutory UKCIS guidance: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local KSCMP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL/a Deputy DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our Child Protection procedures.
- A referral will be made to ICS and/or the police immediately if:
  - the incident involves an adult (over 18).
  - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
  - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
  - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL/a Deputy DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If the DSL/a Deputy DSL are unsure how to proceed, advice will be sought from the Education

Safeguarding Service.

Other Harmful Content

The definition of harmful content includes material featuring extreme sexual or physical violence alongside existing risks such as pornography, racism, misogyny, self-harm, radicalisation, extremism, misinformation, fake news and conspiracy theories.

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

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

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

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

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

Serious Violence

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

Staff should be alert to physical assault the potential for children to carry weapons, peer conflict and bullying either before, during or after school. Any concern that a child may be carrying, using, or intending to use a weapon must be reported to the DSL/Deputy DSL. A risk assessment should then take place and where necessary, a safety/support plan created and shared and the relevant authorities

contacted.

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

Modern Slavery

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

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

Honour or Faith-Based Abuse

Honour or faith-based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abusive practices maybe driven by religious of faith-based beliefs as well as cultural codes. All forms of honour or faith-based abuse are abuse, regardless of the motivation, and concerns will be responded to in line with Section 3 of this policy. Staff will report any concerns to the DSL/a Deputy DSL. If there is an immediate threat, the police will be contacted.

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

Preventing Radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
    - Negate or destroy the fundamental rights and freedoms of others; or
    - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
    - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **Terrorism** is an action that:
    - Endangers or causes serious violence to a person/people;
    - Causes serious damage to property; or
    - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Holy Trinity & St John's CE Primary School recognises that children are vulnerable to extremist ideology and radicalisation. We are aware of our duty under Section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have 'due regard to the need to prevent people from being drawn into

terrorism', also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

All schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, who is the designated Prevent Lead, will undertake in-Prevent awareness training, including on extremist and terrorist ideologies. They will make sure that staff have access to appropriate training to equip them to identify children at risk. All staff at Holy Trinity & St John's CE Primary School have received appropriate training to enable them to be alert to changes in children's behaviour which could indicate that they may need help or protection from radicalisation. Our staff access Prevent training every two years. This training is in line with KCSIE and the **Prevent Duty** guidance for schools.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We ensure that suitable internet filtering is in place (with daily and weekly reviews which are recorded), and equip our pupils to stay safe online at school and at home with online safety lessons. There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

The government website Educate Against Hate and the NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on social media
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with a DSL/Deputy DSL.

Staff should **always** take action if they are worried and will report any concerns to the DSL/a Deputy DSL, who is aware of the local procedures to follow for making a Prevent referral. If there is an immediate threat, the police will be contacted via 999.

If a Member of Staff has Concerns about Extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if necessary. Inform the DSL or Deputy DSL in the DSL's absence, as soon as practically possible after the referral. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff (and governors) can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Online Safety and the use of Mobile Technology

KCSIE outlines that our policies on online safety and the use of mobile and smart technology should be reflected in our Child Protection and Safeguarding Policy. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Ensure mobile phones are not used by children during the school day
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) 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

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our RHSE curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present and have them stored away during contact time unless in an emergency and discussed with the Headteacher.
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and child protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Policies and Procedures

The DSL has overall responsibility for Online Safety within the school but will liaise with other members of staff, for example Deputy DSLs and curriculum leads as necessary. Mrs Vanstone (Computing & RSHE lead) also has oversight.

- The DSL/Deputy DSLs will respond to Online Safety concerns in line with our Child Protection and other associated policies, including our Anti-bullying Policy and Behaviour Policy.
- Sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line

with local policies and procedures.

Holy Trinity & St John's CE Primary School uses a wide range of technology. This includes: computers, laptops, tablets and other digital devices, the internet, our learning platform and email systems. All school owned devices and systems will be used in accordance with our Acceptable Use policies and with appropriate safety and security measures in place.

Holy Trinity & St John's CE Primary School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities in accordance with KCSIE.
Holy Trinity & St John's CE Primary School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found on our school website, the staff shared area of the school network and the school office.

Appropriate Filtering and Monitoring on School Devices and Networks

Information regarding the filtering and monitoring of school drives and our school network can be found within our Online Safety Policy

Our school has used the UK Safer Internet Centre published guidance as to what "appropriate" filtering and monitoring might look like; to make decisions regarding filtering and monitoring arrangements in the school. Our school has also taken due regard to the Department for Education filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually and where appropriate.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

Holy Trinity & St John's CE Primary School will do all we reasonably can to limit children's exposure to online harms through school provided devices and networks and in line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place. When implementing appropriate filtering and monitoring, Holy Trinity & St John's CE Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

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

Responsibilities

Our Governing Body has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the Leadership Team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when

identified.

Mrs S Roberts (Headteacher/Lead DSL) supported by the Deputy DSLs, Netsweeper and Mrs K Stoner (Safeguarding Governor) are responsible for ensuring that our school has met the DfE Filtering and monitoring standards for schools and colleges.

The Lead DSL, working together with these staff is responsible for:

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

Mrs Sarah Roberts (Lead DSL) working together with other Deputy DSLs has lead responsibility for overseeing and acting on:

- any filtering and monitoring reports
- any Child Protection or safeguarding concerns identified
- checks to filtering and monitoring system

SNS has technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing technical actions identified following any concerns or checks to systems
- working with the DSL, Senior Leadership Team and Mrs Vanstone to procure systems, identify risks, carry out reviews and carry out checks

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

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

Decision Making and Reviewing our Filtering and Monitoring Provision

When procuring and/or making decisions about our filtering and monitoring provision, the Headteacher/Lead DSL) work closely with the school's IT provider. Decisions have been recorded and informed by an approach which ensures our systems meet our school specific needs and circumstances, including but not limited to our pupil risk profile and specific technology use.

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

Our school undertakes an at least annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community. This is completed by the Headteacher/Lead DSL), and IT support provider in Term 6.

Logged termly checks will also be completed by our IT provider. These checks are undertaken in a location where confidentiality can be achieved, during working hours, when pupils are not present. Any technical concerns are flagged to the school's DSL and safeguarding concerns are actioned in line with this policy.

Appropriate Filtering

- Holy Trinity & St John's CE Primary School's education broadband connectivity is provided through Schools Broadband and Holy Trinity & St John's CE Primary School uses Netsweeper

    - Netsweeper is a member of Internet Watch Foundation
    - Netsweeper has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) Leaders should check to ensure this is the case.
    - Netsweeper is blocking access to illegal content including child sexual abuse material (CSAM).
    - Netsweeper blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material

We filter internet use on all school owned, or provided, internet enabled devices and networks. Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school broadband connection.
If there is failure in the software or abuse of the system, for example if pupils or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to:

- Turn off monitor/screen
- If a pupil, report the concern immediately to a member of staff who will inform the Network Manager who will liaise with the Lead DSL and take action as appropriate.
- If a member of staff, report this immediately to the Network Manager who will liaise with the Lead DSL and take action as appropriate.

Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies, including our Child Protection, Acceptable Use, Allegations against Staff guidance and our Behaviour Policy.

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

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

If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the Headteacher or Deputy Headteacher who will take action as necessary alongside the schools IT

support.

Appropriate Monitoring

We will appropriately monitor internet use on all school provided devices and networks. This is achieved by:

- All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with Data Protection, human rights and privacy legislation. This links with other policies such as Online Safety, Acceptable Usage and GDPR.

- If a concern is identified via our monitoring approaches:
  - Where the concern relates to pupils, it will be reported to the DSL/a Deputy DSL and will be recorded and responded to in line with relevant policies, such as Child Protection, Acceptable Usage and our Behaviour Policy.
  - Where the concern relates to staff, it will be reported to the Headteacher (or Chair of Governors if the concern relates to the Headteacher), in line with our staff Code of Conduct or Discipline Policy.

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

Information Security and Access Management

Holy Trinity & St John's CE Primary School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils. We will review the effectiveness of our procedures periodically to keep up with evolving cyber-crime technologies, seeking advice as needed. Ultimately, the school's Governing Board is responsible for ensuring the school meets the correct cyber security standards, although day to day responsibility is delegated to the Headteacher/Lead DSL alongside SNS.

Remote/Online Learning

Specific guidance for DSL/Deputy DSLs regarding remote learning is available at
DfE: Safeguarding and remote education during coronavirus (COVID-19)
NSPCC: Undertaking remote teaching safely
The Education People: Remote Learning Guidance for SLT

Holy Trinity & St John's CE Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance. All communication with pupils and parents/carers will take place using school provided or approved communication channels. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the Lead DSL.

Staff and pupils will engage with remote teaching and learning in line with existing behaviour principles

as set out in our school Behaviour Policy, Staff Code of Conduct and Acceptable Use Policies.
Staff and pupils will be encouraged to report issues experienced at home and concerns will be responded to in line with our Child Protection and other relevant policies.

When delivering remote learning, staff will follow all expected school procedures and relevant policies.

Online Safety Training for Staff

Holy Trinity & St John's CE Primary School will ensure that all staff receive Online Safety training, which, amongst other things, will include providing them with an understanding of the expectations, applicable roles and their responsibilities in relation to filtering and monitoring, as part of induction.

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

Educating Pupils

Holy Trinity & St John's CE Primary School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. (This is through our RSHE and Computing policies)

Working with Parents and Carers

Holy Trinity & St John's CE Primary School will build a partnership approach to Online Safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:

- providing information on our school website
- placing information on school newsletters and in emails
- offering specific Online Safety events for parents/carers

Holy Trinity & St John's CE Primary School will ensure parents/carers understand what systems are used to filter and monitor their children's online use at school, what their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child is going to be interacting with online.

This is achieved by:

- Providing information on our school website
- Access to and relevant policies such as Online Safety and Acceptable Usage

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

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 Gemini.

Holy Trinity & St John's CE Primary School 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.

Holy Trinity & St John's CE Primary School 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 while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education 2026. Where indecent images have been shared that are AI-generated, we will make contact with the relevant authorities as soon as is possible after we are notified about the images.

Domestic Abuse

At Holy Trinity & St John's CE Primary School we understand that children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for

example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Holy Trinity & St John's CE Primary School recognises that exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass. The DSL will provide support according to the child's needs and update records about their circumstances.

- Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enables us to put immediate support in place according to the child's needs.
- Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the front door will be made if there are any concerns about a child's welfare.
- Where the school is unsure of how to respond to a notification, advice will be sought from the Education Safeguarding Service or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

- More information about the scheme available on the **Operation Encompass website**. Operation Encompass provides an advice and helpline service for all staff members from educational settings

who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and Deputy DSLs at Holy Trinity & St John's CE Primary will be aware of contact detils and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). If appropriate, the school will provide a letter of support for the family. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

Mental Health

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

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

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL/a Deputy DSL.

Supporting Children Potentially at Greater Risk of Harm

Whilst **all** children should be protected, Holy Trinity & St John's CE Primary School acknowledge that some groups of children are potentially at greater risk of harm.

This can include the following pupil groups:

- children with learning difficulties
- children who are non-verbal or have speech challenges
- children who require intimate care
- children who require physical assistance
- children whose behavioral expressions or distress may be misunderstood

Safeguarding children with Special Educational Needs or Disabilities (SEND)

Holy Trinity & St John's CE Primary School acknowledges that children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

We recognise that children with SEND may face additional communication barriers and experience

difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.

All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying. To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL/Deputy DSL will work closely with the SENCO Leader (and deputy DSL), Mrs D McGuirk to plan support as required.

Our school has a robust Intimate Care Policy which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in the school office.

Children requiring Mental Health Support

Holy Trinity & St John's CE Primary School has an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our Senior Mental Health Lead (SMHL) is Mrs S Roberts.

Where there are concerns regarding possible mental health problems for pupils, staff should:

- Seek guidance from a DSL/Deputy DSL who will discuss the concerns raised with other staff such as the Inclusion Leader or a member of the Welfare Team as appropriate
- Guidance may be sought form outside agencies when appropriate
- The school provides emotional support through our pastoral team and counselling through Education Support
- The school will work in partnership with the child's parents/carers and they will be informed of any concerns or actions the school needs to make

Age/ability appropriate education will be provided to our pupils to help promote positive health, wellbeing, and resilience. This is delivered, through PSHE, RSHE, and other educational experiences during the school year such as ACTS and the emotional wellbeing team.

Children who are Absent from Education

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

A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going

missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Children's Services and/or have a social worker (such as a child who is a child in need or who has a Child Protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Where possible, the school will hold more than one emergency contact number for each pupil, so we have additional options to make contact with a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern.

Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties (DfE: Children missing education) and local policies. Local support is available via the PRU, Inclusion and Attendance Service (PIAS).

Information regarding schools' duties regarding children missing education, including information schools must provide to the Local Authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: **Children Missing Education** primarily in Part One of KCSIE.

Elective Home Education (EHE)

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

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

Children who need a Social Worker (Child in Need and Child Protection Plans)

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

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

Looked after Children

Holy Trinity & St John's CE Primary School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
The school has appointed a 'designated teacher' , Mrs S Roberts, who works with local authorities, including the Virtual School Kent (including the virtual school head), to promote the educational achievement of registered pupils who are looked after or who have been previously looked after. Mrs Roberts has also received the DSL training and attends DSL meetings.

The designated teacher will work with the DSL team to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents/carers or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them by providing updates at each meeting and recording minutes and paperwork on the child's CPOMS record.

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

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

Where a child is leaving care, the DSL/Deputy DSLs will hold details of the Local Authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

Children who are Lesbian, Gay, Bi, Trans or Questioning (LGBTQ+)

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

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. We have a strong and supportive pastoral team to offer excellent quality support to these pupils. Holy Trinity & St John's CE Primary School is an outward facing school and has many links with other primary schools from which to gather good practice and first-hand information.

When supporting a gender questioning pupil, we will take an extremely cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as a complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD). Staff will not initiate any social transition or encourage a child to change names, pronouns or uniforms. We will apply a careful, evidence informed approach considering the broad range of their individual needs, in partnership with their parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the pupil). We will also including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm, however, Holy Trinity & St John's CE Primary School recognises that children who are LGBTQ+ or gender questioning Or are perceived by other children to be LGBTQ+ (whether they are or not) can be targeted by other children or others within the wider community.

LGBTQ+ (at an age-appropriate level) is included within our Relationship and Sex Education (RSE) and Health Education curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

Staff Engagement and Expectations

Staff awareness, Induction and Training

- All members of staff have been provided with a copy of Part One of Keeping Children Safe in Education 2026.
- All members of staff have signed to confirm that they have read and understood KCIE shared with them.
- All new staff will receive, read and sign to say they have read their relevant section/s during their induction.
- The DSL/Deputy DSLs plus all leaders and governors will receive, read and sign to say they have read And understood KCSIE in its entirety.

Proof of receiving and reading the relevant sections is kept on the Single Central Record (SCR).

All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.

As part of their induction, all new staff and volunteers receive Safeguarding and Child Protection training (including online safety), which, amongst other areas, will include ensuring an understanding of school expectations, their roles and responsibilities and an awareness of the school's internal safeguarding processes. This training is regularly updated and in line with national and local advice from safeguarding partners and Kent processes. Information will also be passed on as part of regular Safeguarding training delivered or provided by the DSL/Deputy DSLs.

All staff members (including agency and third-party staff) will receive appropriate Child Protection training (including Online Safety) which is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns.

This will be completed via:

- Safeguarding Training (online)
- Staff meetings
- Staff INSET

In addition to specific Child Protection training, all staff will receive regular safeguarding and Child Protection updates (at least annually) to provide them with relevant skills and knowledge to safeguard children effectively.

This will be via:

- emails
- staff meetings

Holy Trinity & St John's CE Primary School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school safeguarding and child protection arrangements.

This will be achieved via:

- consulting with staff and other school leaders
- inviting questions and comments regarding safeguarding information send out via email
- inviting input at meetings

All governors receive appropriate Safeguarding and Child Protection (including Online Safety) training as part of their induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.

This training is regularly updated, as needed, during each academic year to share Safeguarding and Online Safety updates etc. and then specific governor training takes place every three years.

The Headteacher will provide an annual report to the Governing Body included within the Annual Safeguarding Toolkit regarding the safeguarding training undertaken by all staff. They will also maintain an up-to-date record of who has been trained and provide a termly update within the Headteacher report regarding safeguarding updates.

Safer Working Practice

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

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the Staff Code of Conduct and relevant school Safeguarding policies included within their Induction File.

The DSL will ensure that all staff (including contractors) and volunteers are aware of the school expectations regarding safe and professional practice via the staff Code of Conduct and Acceptable Use Policy (AUP) as well as the Welcome to Birchington guidance card.

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

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

Supervision and Support

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

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

The school will offer appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children

- All staff are supported by the DSL/Deputy DSLs in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

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

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

Safer Recruitment and Allegations Against Staff

Safer Recruitment and Safeguarding checks

Holy Trinity & St John's CE Primary School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

Holy Trinity & St John's CE Primary School will follow Part Three, Safer recruitment of Keeping Children Safe in Education 2026 and relevant guidance from The Disclosure and Barring Service (DBS) which is reflected in our school's Safe Recruitment Policy. The Governing Body and Leadership Team, in collaboration with the Business Manager and Office Manager are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance. The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The school maintains an accurate Single Central Record (SCR) in line with statutory guidance. This is checked by the Headteacher/Lead DSL alongside the School Office Manager and then again by the Chair of Governors (Safeguarding Governor) every term.

Holy Trinity & St John's CE Primary School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

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

Where the school places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will need to satisfy ourselves that the provider can meet the needs of the pupil. We will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff and that appropriate safeguarding training has been undertaken. Members of the Safeguarding Team will visit the pupil in the setting on a regular basis and maintain regular contact with them.

Allegations/Concerns raised in relation to Staff, including Supply Teachers, Volunteers and Contractors

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part Four of KCSIE and the local Kent allegations arrangements, including discussions as necessary with the Local Authority Designated Officer (LADO) ensuring concerns are dealt with effectively and by following set procedures protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Where Headteachers are unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO). In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the Headteacher (and if they have been involved, the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

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

Concerns that meet the 'Harm Threshold'

Holy Trinity & St John's CE Primary School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college.

This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff which meet this threshold will be responded to and managed in line with Part Four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the Headteacher (Lead DSL) who will ensure the LADO is contacted to agree further action to be taken in respect of the child and staff member.

In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO. If we're in any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or Chair of Governors if the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the Accused until the Case is Resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school

If in doubt, the case manager will seek views from the trust's personnel adviser and the designated officer at the local authority, as well as the police and local authority children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or local authority children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or local authority children's social care services, where necessary). Where the police and/or local authority children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or local authority children's social care services, as appropriate

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to local authority children's social care
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or local authority children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Members of staff are encouraged to contact trade union representatives, or a trusted colleague for support. We are able to offer support to any member of staff with an independent counselling service.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with local authority children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific Actions

Action Following a Criminal Investigation or Prosecution

- The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or local authority children's social care services.

  If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the trust will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
- If the individual concerned is a member of teaching staff, the trust will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals Returning to Work after Suspension

- If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
- The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, Unfounded, False or Malicious Reports or Allegations

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and Information Sharing

Holy Trinity & St John's CE Primary School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and local authority children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-Keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the Holy Trinity & St John's CE Primary School will provide a copy to the individual, in agreement with local authority children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning Lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make Holy Trinity & St John's CE Primary School's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent Allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Concerns that do not meet the 'Harm Threshold'

- Holy Trinty & St John's CE Primary School may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our Staff Code of Conduct – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

- Holy Trinity & St John's CE Primary School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with

  our Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent/carer or other adult within or outside of the organisation, or as a result of vetting checks.

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

Low-level concerns should be shared confidentially and in a timely fashion in line with our Staff Code of Conduct with the Headteacher (Lead DSL). They may discuss the issues raised with Deputy DSLs/Leaders if necessary.

- Where low-level concerns are reported to the school, the Headteacher will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- The Headteacher will share concerns and liaise with the LADO enquiries officer via the LADO Enquiry Line.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

Safe Culture

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

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

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The Senior Leadership Team at Holy Trinity & St John's CE Primary School will take all concerns or allegations received seriously.

All members of staff are made aware of the school Whistleblowing procedure. This policy can be found on the Staff Shared area of the network or there is a copy in the main school office. **It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.**

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

Holy Trinity & St John's CE Primary School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and HR Connect our School Personnel Provider.

Opportunities to Teach Safeguarding

Holy Trinity & St John's CE Primary School will ensure that children are taught about safeguarding, including Online Safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Health Education.

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

Holy Trinity & St John's CE Primary School recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for any type of discriminatory behaviour including, sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Holy Trinity & St John's CE Primary School has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life which are underpinned by our Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate.

Holy Trinity & St John's CE Primary School recognises that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse and children with SEND.

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

Physical Safety

Use of 'Reasonable Force'

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our Relational Approach to Behaviour Policy and is in line with the DfE 'Use of reasonable force in schools' guidance.

The Use of School Premises by other Organisations

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

Where services or activities are provided separately by another body using the school facilities/premises, the Headteacher and Governing Body will seek assurance that the provider concerned has appropriate Safeguarding and Child Protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.

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

Guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Site Security

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. Visitors will be expected to sign in and out via the office electronic system and display a visitor's badge whilst on site. Any visitor with a green neck band connected top their visitors badge has completed a DBS check and this has been logged in the school office. All those with a red neck band attached to their visitor's badge have not, however all staff should remain vigilant to visitor behaviour regardless of this.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance by a member of staff. Children can also report any concerns they have to a staff member who will take appropriate action regarding this.

The school will not accept the behaviour of any individual (parent/carer 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.

All gates will be kept locked once children are on site until the end of the school day. Doors to buildings should be kept shut throughout the day.

Local Support

All members of staff in Holy Trinity & St John's CE Primary School are made aware of local support available via information on boards in the main staffroom and there are also a range of support agencies on our school website.

Education Safeguarding Service

Area Safeguarding Advisor for Thanet

- Tel: 03000 423 157

Online Safety in the Education Safeguarding Service

- 03000 423164
- onlinesafety@kent.gov.uk (non-urgent issues only)

LADO Service

- 03000 410888
- kentchildrenslado@kent.gov.uk

Kent Integrated Children's Services/Children's Social Work Services

- Front Door: 03000 411111
- Out of Hours Number: 03000 419191

Early Help

03000 41 95 67 - ThanetEarlyHelp@kent.gov.uk

Kent Police

- 101 or 999 if there is an immediate risk of harm
- Brian Lamberton 01843 236013 Brian.Lamberton@kent.police.uk

Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

- www.kscmp.org.uk
- 03000 421126 or kscmp@kent.gov.uk

Adult Safeguarding

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

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.

Abuse: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.*

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

Signs that MAY INDICATE Sexual Abuse

- *Sudden changes in behaviour and performance*
- *Displays of affection which are sexual and age inappropriate*
- *Self-harm, self-mutilation or attempts at suicide*
- *Alluding to secrets which they cannot reveal*
- *Tendency to cling or need constant reassurance*
- *Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby*
- *Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger*
- *Unexplained gifts or money*
- *Depression and withdrawal*
- *Fear of undressing for 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/carers 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
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for Pupils

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Kent Resilience Hub

- https://kentresiliencehub.org.uk/

Children with Family Members in Prison

National information Centre on Children of Offenders (NICCO): www.nicco.org.uk/

Additional links can also be found in Part two and Annex B KCSIE.

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- Multi-agency practice principles for responding to child exploitation and extra-familial harm: https://tce.researchinpractice.org.uk/

Honour and Faith-based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and Hate

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

Child-on-Child abuse, including Bullying, Sexual Violence and Harassment

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents/carers Protect: www.parents/carersprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk

Online Safety

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

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/