



Weald of Kent Grammar School

Safeguarding Policy – September 2022

Designated Safeguarding Lead

Ken MacSporran, Deputy Headteacher

Deputy Designated Safeguarding Leads

Karen Reed, Family Liaison Manager (Tonbridge)

David Hall, Family Liaison Manager (Sevenoaks)

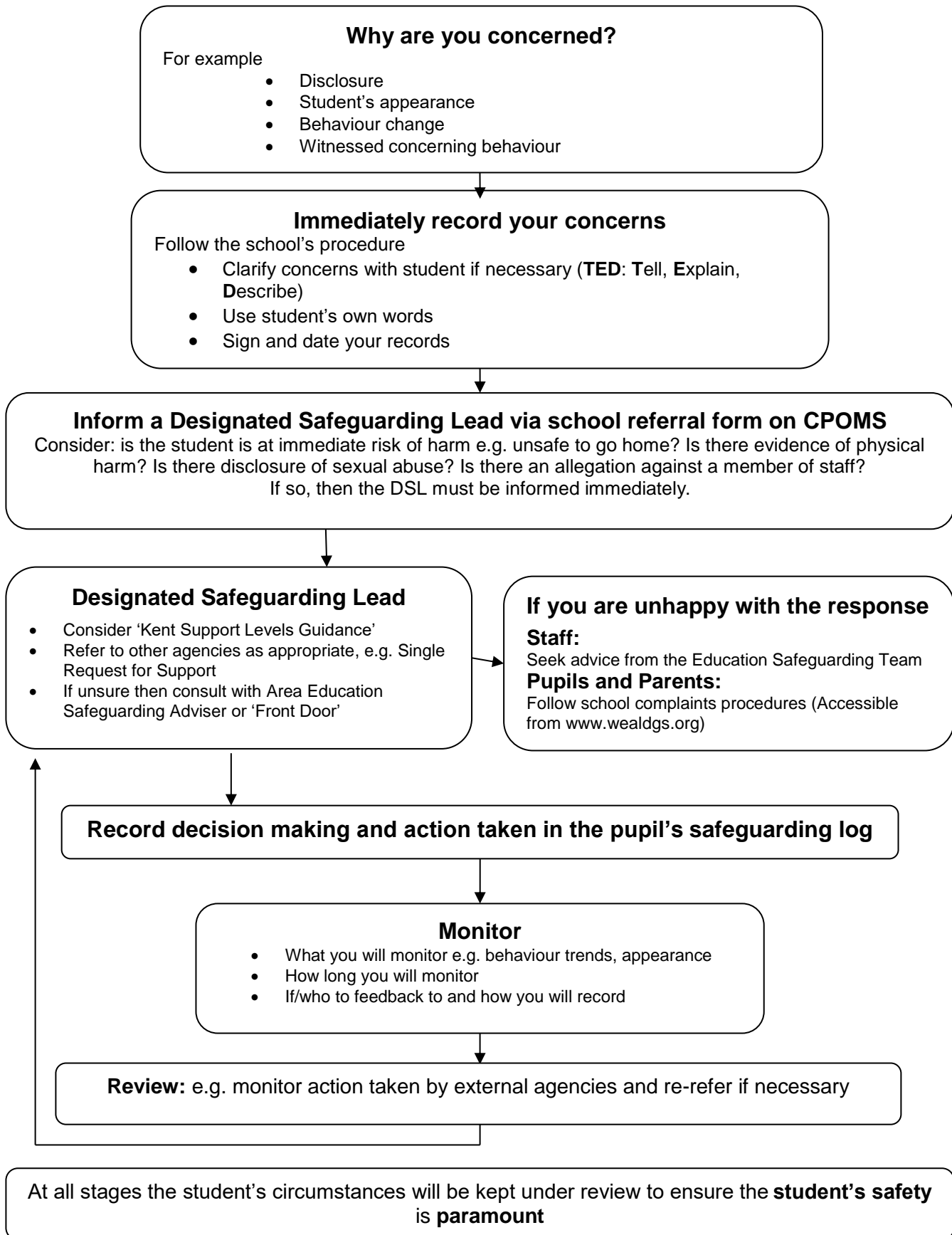
Safeguarding Trustee:

Liz Kinnersley

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Actions where there are concerns about a student in Weald



1. Introduction and Ethos

- Weald of Kent Grammar School (Weald) is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. Weald recognises our moral and statutory responsibility to safeguard and promote the welfare of all students in our care.
- This policy will refer to all children who attend Weald as “students”.
- Weald recognises the importance of providing an ethos and environment within school that will help students to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.
- This is a core policy that forms part of the induction for all staff. It is a requirement that all staff have access to this policy and Keeping Children Safe in Education: Part 1.
- Staff must complete annual Safeguarding training.
- This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.
- Our school core safeguarding principles are:
 - It is a whole school responsibility to safeguard and promote the welfare of students as its paramount concern.
 - All students (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All students have a right to be heard and to have their wishes and feelings taken into account.
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
 - All staff have a responsibility to recognise vulnerability in students and act on any concern in accordance with this guidance.
- There are four main elements to our safeguarding policy:
 - Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for students, safer recruitment procedures);
 - Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
 - Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).

2. Context

- This policy has been developed in accordance with the principles established by the Children’s Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework 2021
 - Kent and Medway Safeguarding Children Procedures (Online)
 - The Education Act 2002
- 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 students 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.
- Staff at Weald recognise there are safeguarding issues that are more relevant to our pupils and/or prevalent in the locality, however staff must have a ‘it can happen here’ ethos and be prepared to respond to a full range of safeguarding issues.

3. Definition of safeguarding

- “Safeguarding and promoting the welfare of students is defined for the purposes of this guidance as:
 - protecting students from maltreatment;
 - preventing impairment of students’ health or development;
 - ensuring that students grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all students to have the best outcomes.”
Keeping Children Safe in Education (KCSIE), DfE.
- “Safeguarding is not just about protecting students from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.”
Inspecting safeguarding in early years, education and skills, Ofsted, October 2018, p6
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Board of Trustees which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Board of Trustees. The Board of Trustees will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The school acknowledges that this policy will incorporate a range of safeguarding issues, many of which are explained in greater detail in Annex B of ‘Keeping Children Safe in Education’.
- Every member of staff at Weald recognises that students experiencing specific safeguarding issues are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting students from any other risks.

4. Related safeguarding policies

- We are aware that safeguarding is fundamental to the welfare of all students in our care. This policy should be read in conjunction with the policies as listed below.
 - Positive Behaviour Policy
 - SEN and Inclusion Policy
 - Use of Reasonable Force Policy
 - Online Safety Policy
 - Anti-Bullying Policy
 - GDPR Policy
 - Health and Safety Policy
 - Attendance Policy
 - Risk Assessments (e.g. school trips, use of technology)
 - Safer Recruitment
 - Supporting Students with Medical Needs Policy

Supporting Guidance (to be read and followed alongside this document)

- DfE guidance Keeping Children Safe in Education 2022 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted guidance ‘Inspecting safeguarding in early years, education and skills settings’ (2018)
- KCC Safeguarding Children and Child protection – “Induction Leaflet Guidelines for School Staff”
- KCC Guidelines for “Safeguarding Record Keeping in Schools”
- KCC Advice notes “Dealing with Disclosures in School”

These documents can be found in the Staff SharePoint Safeguarding folder.

5. Key responsibilities

- “Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility

effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.”

Keeping children safe in education (KCSIE), DfE.

- The Board of Trustees have read and will follow KCSIE. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in Appendix 1.
- The school has a nominated trustee for safeguarding named on the front of this document. The nominated trustee will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding students are reviewed at least annually.
- The Board of Trustees, Headteacher and Senior Leaders will ensure that the DSL is properly supported in this role at a time and resource level. See Appendix 1.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a senior leader as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children multi-agency partnership. The DSL’s training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (online training, eBulletins, newsletters, and safeguarding meetings) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school has appointed additional staff to deputise for the DSL. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.
- It is the role of the DSL to:
 - Act as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintain a confidential recording system for safeguarding and child protection concerns.
 - Coordinate safeguarding action for individual students.
 - Liaise with other agencies and professionals in line with *Working together to safeguard students*.
 - Ensure that locally established procedures are followed and making referrals to other agencies, including Specialist Children’s Services (SCS) as necessary.
 - Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
 - Manage and monitor the school’s part in Child in Need / Child Protection plans.
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Further details about the role of the DSL can be found in ‘Keeping Children Safe in Education’ Part Two and Annex B.

5.2 Staff

- All 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 he or she is being abused or neglected 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 help.
 - Understand the early help process and their role in it.
 - Understand the schools safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the 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.
- All staff at Weald know what to do if a student tells them they are being abused or neglected. Staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Staff know they must never promise a student that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the student.
 - The welfare and safety of students are the responsibility of all staff in school and ANY concern for a student's welfare MUST always be reported to the Designated Safeguarding Lead(s).
 - All staff should be aware 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 harmful. As such staff should maintain professional curiosity and contact the DSL if they have concerns about a child.

5.3 Students and young people

- Students and young people have a responsibility 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 schools safeguarding policies.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

5.4 Parents and Carers

- Parents/carers have a responsibility to:
 - read the relevant school/policies and procedures, encouraging their students to adhere to them, and adhering to them themselves where appropriate.
 - discuss safeguarding issues with their students, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home.
 - identify changes in behaviour which could indicate that their student is at risk of harm, both in general and online.
 - seek help and support from the school, or other appropriate agencies, if they or their student encounters any safeguarding concern.
- Parents can obtain a copy of the school Safeguarding Policy and other related policies on request and can view them via the school website, under 'About Us' / 'Policies'. (www.wealdqs.org).

6. Local support

- All staff at Weald are made aware of local support available. Contact details are in the Staff SharePoint Safeguarding folder and on the Safeguarding staffroom noticeboards for:

- Area Safeguarding Adviser (Education Safeguarding Team)
- LADO
- Children's Specialist Services Central Duty Team (the 'front door')
- Kent Police
- NSPCC

7. Recognition and categories of harm and abuse

7.1 General principles

- All staff at school should be aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children safe in Education. The Weald recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
 See Appendix 2.
- Weald 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 on a case-by-case basis.
- Weald 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.
- Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse 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.
- Staff must consider contextual safeguarding – the wider influences, risks and protective factors in a child's life.
- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.
- By understanding the indicators of 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.

7.2 Specific Safeguarding Issues

- Weald is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with

children will read annex B of KCSIE which contains important additional information about specific forms of abuse and safeguarding issues.

Peer on Peer Abuse

- All members of staff at Weald recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.
- Weald recognises that peer on peer abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - abuse in intimate personal relationships between peers
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - initiation/hazing type violence and rituals
- Weald believes that abuse is abuse and it will never be tolerated or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Weald recognises that even if there are no reported cases of peer on peer abuse, such abuse is still likely to be taking place.
- All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Concerns about learner's behaviour, including peer on peer abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.
- Weald want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of peer on peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including safeguarding, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:
 - Making it clear that sexual violence and sexual harassment is not acceptable and will not be tolerated
 - Not tolerating or dismissing sexual violence or sexual harassment as ‘banter’ ‘part of growing up’
 - Challenging behaviours potentially criminal in nature (bottom, breast and genitalia grabbing, flicking bras and lifting up skirts)
 - Awareness that by dismissing or tolerating such behaviours risks normalising them.
 - Where necessary and appropriate inform the police and or Children's Social Care.

Child on Child Sexual Violence or Harassment

- When responding to concerns relating to child on child sexual violence or harassment, Weald will follow the guidance outlined in Part Five of KCSIE and the DfE [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#) guidance.
- Weald 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 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 be made to feel ashamed for making a report.
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them. Immediate consideration will be given as to
- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children’s Services and/or the Police.
- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school staff, and, any other related issues or wider context.
- If at any stage the DSL is unsure how to proceed, advice will be sought from the Area Education Safeguarding Service.

Nude and/or Semi-Nude Image Sharing by Children

- Weald recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or “sexting”) can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
 - Report any concerns to the DSL immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
 - Not say or do anything to blame or shame any children involved.
 - Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
 - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#) and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- parents and 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 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

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

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

Serious Violence

- All staff are made 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.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.
 - 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.

So-called honour based abuse

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

- Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, **the teacher must report this to the police.**

Preventing radicalisation

- Weald is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- Weald recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow.

Cybercrime

- Weald recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to accessing local support and/or referring into the [Cyber Choices](#) programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Where there are concerns about ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

7.3 Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- Weald 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.
- Weald recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible 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 disproportionately 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 disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

- To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENCo's to plan support as required.

Children Requiring Mental Health Support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The school has school nurses and family liaison managers available on both sites who are able to identify and triage any health needs as they arise.

Children Missing from Education

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Where the school/college have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the [PRU, Inclusion and Attendance Service \(PIAS\)](#).
- A senior member of staff will register a CME concern with PIAS using the Kelsi portal.

Children who need a Social Worker

- The DSL will hold details of social workers working with children in the school so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

Looked after children, previously looked after children and care leavers

- Weald 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 DSL will ensure that appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the front door.

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

Children who are lesbian, gay, bi, or trans (LGBT)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

8. Staff induction, awareness and training

- All staff have been provided access to Part one of the “*Keeping Children Safe in Education*” which covers Safeguarding information. School leaders will read the entire document.
- A condensed version of safeguarding responsibilities is in Annex A of Keeping children safe in education and can be used with staff who do not directly work with children.
- The DSL will ensure that all new staff are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.
- All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - o Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - o Respond appropriately to safeguarding issues and take action in line with this policy
 - o Record concerns in line with the school policies
 - o Refer concerns to the DSL and be able to seek support external to the school if required.
- Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put students in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members will receive regular safeguarding and child protection updates (via e-Bulletins, staff meeting, briefings and training) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard students effectively.
- All staff will be made aware of the school’s expectations regarding safe and professional practice via Safeguarding training and the Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the Board of Trustees, all members of the Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9. Safe working practice

- All staff are required to work within clear guidelines as set out in Safeguarding training.

- Students may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual students or parents to be conducted in view of other adults.
- Positive Handling should only be used when the student is endangering him/herself or others and such events should be recorded and signed by a witness. This should be recorded on the day that it happens. Staff should be aware of the school's Positive Behaviour Management and Use of Reasonable Force Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found in the staff drive Safeguarding folder.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Online Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.

10. Staff supervision and support

- Any member of staff affected by issues arising from concerns for students' welfare or safety can seek support from the DSL.
- All new staff including early career teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a student's safety or welfare.
- The school will provide appropriate supervision and support for all staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of students
 - Staff are able to creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
 - All staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish.

11. Safer recruitment

- Weald is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Board of Trustees and senior leadership are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The Board of Trustees will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Board will complete accredited Safer Recruitment Training in line with government requirements.

12. Safeguarding and child protection procedures

- Weald adheres to the Kent Safeguarding Children multi-agency partnership (KSCMP) Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: <https://www.kscmp.org.uk/>

- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- All staff are expected to be aware of and follow this approach: be alert, question behaviour, ask for help, refer.
- It may not always be appropriate to go through all four stages sequentially and if a student is in immediate danger or is at risk of harm, a referral should be made immediately to social care and/or the police.
- The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
- It is the responsibility of the DSL to receive and collate information regarding individual students, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
- To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a student or young person and the extent to which parents/carers are made aware of these.
- If Level 3 or 4 on the Kent Support Levels is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies. The DSL will keep all cases under constant review and will give consideration to making a re-referral to SCS if the situation doesn't appear to be improving for the student.
- New referrals to services will be made using the agreed Kent process. These will be made with reference to the Kent Support Levels (KSCMP). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for students who are already known to services will be passed to the allocated worker / Team.
- All staff are aware of the process for making referrals to SCS for statutory assessments under the Children's Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a student or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and 'agreement to engage' to this will be sought unless there is a valid reason not to do so.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Area Safeguarding Team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a student to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the student is safe and their welfare is being considered.
- If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Area Safeguarding Team who will be able to discuss the concern and provide further advice on appropriate action to be taken.
- If after a referral a student's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the school's concerns have been addressed and, most importantly, that the student's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCMP procedures and DSLs may request support via the Education Safeguarding Team.

13. Record keeping

- Staff will record any welfare concern that they have about a student on the school's safeguarding referral form (with a body map where injuries have been observed) and send this without delay to the DSL via CPOMS. Records will be completed as soon as possible after the referral, using the student's words and will be signed and dated.
- Safeguarding referral forms are kept in CPOMS with access restricted to staff with Advanced Safeguarding training.
- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.
- Safeguarding records are kept for individual students and separate from all other records relating to the student in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.
- The Headteacher will be kept informed of any significant issues by the DSL.
- All safeguarding records will be forwarded in accordance with data protection legislation to a student's subsequent school/setting, and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".

14. Working with other agencies

- Weald recognises and is committed to its responsibility to work with other professionals and agencies both to ensure students' needs are met and to protect them from harm. We will endeavour to identify those students and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the student while these take place.
- Weald recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, and Child in Need meetings.
- The Senior Leadership Group and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15. Confidentiality and information sharing

- Weald recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other staff on a need to know basis.
- All staff must be aware that whilst they have duties to keep any information about students, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard students. All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or wellbeing.
- Further advice on responding to disclosures can be found in Appendix 4 of this Policy.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations is maintained and that all members of the community are safeguarded. **See Appendix 4**

16. Complaints

The school has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school website, and is also held centrally by the Headteacher's EA.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific "Procedures for Managing Allegations Against Staff" and the Whistle Blowing Policy which can be found on the school website.

17. Allegations against staff and volunteers

- The process for managing allegations against staff is set out in detail in Part Four of KCSIE. This has two sections which covers the two levels of allegation/concern:
 1. Allegations that **may** meet the harm threshold.
 2. Allegations/concerns that **do not** meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'.
 - Weald staff will follow the guidance set out in Part Four of KCSIE.
- Weald recognises that it is possible for staff and volunteers to behave in a way that might cause harm to students and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will consider if the concern may meet the harm threshold. If so, once sufficient information has been collected, the Headteacher will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the student and/or staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All staff are made aware of the school's whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a student at risk.
- 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
- For specific guidance on how to respond to allegations against staff, please refer to the "Procedures for Managing Allegations Against Staff" and the Whistle Blowing Policy which can be found on the school website.
- When in doubt – consult.
- All members of staff are made aware the schools Whistleblowing procedure: <https://www.wealdofkent.kent.sch.uk/attachments/download.asp?file=550&type=pdf>

18. Allegations against pupils

- Weald recognises that students are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Weald believes that abuse is abuse; it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable students to develop an awareness and understanding of abusive behaviour and to ensure that students recognise warning signs and put in place support both within the school and externally wherever it is deemed necessary (such as Kent Police, ChildLine etc.).
- Pupils who have experienced peer on peer abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice;

- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate;
- Providing reassurance and continuous support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Pupils who have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change;
 - Informing parents/carers to help change the attitude and behaviour of the student;
 - Providing appropriate education and support;
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions;
 - Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

Further information about the school's response to allegations of abuse against pupils can be located in our anti-bullying and online safety policies.

- Please also refer to the updated Part 5 'child on child sexual violence and sexual harassment' in KCSIE.
- Weald is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting students who are at risk of harm as a result of their own behaviour.

19. Curriculum and staying safe

- We recognise that schools play an essential role in helping students to understand and identify the parameters of what is appropriate student 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.
- Weald will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including how to keep themselves and others safe on line.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHCE), tutorials (if appropriate) and through relationship and sex education (RSE). This will include, but is not limited to, bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender-based violence/sexual assaults and youth produced sexual imagery.
- Systems have been established to support the empowerment of students to talk to a range of staff. Students at Weald will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Specific systems outside of expected day to day classroom interaction and support will include:
 - School and Year Councils
 - Worry boxes
 - peer-mentoring
 - Peer mediation
 - PSHCE
 - Anti-Bullying Policy
 - Safer Internet Week resources.

20. Online safety

- It is recognised by Weald that the use of technology presents particular challenges and risks to students and adults both inside and outside of school.
Weald identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - o content: being exposed to illegal, inappropriate or harmful material
 - o contact: being subjected to harmful online interaction with other users
 - o conduct: personal online behaviour that increases the likelihood of, or causes, harm
- Weald will ensure that appropriate filtering and monitoring systems (Impero), are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what students can be taught with regards to online teaching and safeguarding
- Weald acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Students and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school online safety policy which can be found on the school website.
- Weald will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all staff) to become aware and alert to the need to keep students safe online.
- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Weald will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Weald will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- Weald identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - o Content: being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - o Contact: being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - o Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
 - o Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Weald recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.

21. The use of school premises by other organisations

- Where services or activities are provided separately by another body using the school premises, the Headteacher and Board of Trustees will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding students and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, then an application to use premises will be refused.

22. Security

- All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via reception and to display a visitor's badge and lanyard whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (student 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.

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|--------------------------|-----------------------------|-----------------------|---------------------------|
| Author: | Ken MacSporran | Date: | August 2022 |
| Next Review Date: | August 2023 | Link Trustees: | Quality of Care Committee |
| Ratified: | Ratified September 2022 FTB | | |

Appendix 1: Responsibilities of the Board of Trustees and the Headteacher

The Board of Trustees has the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training.
- The school has an up-to-date child protection policy which is consistent with KSCB requirements, reviewed annually and made available to parents on request.
- Procedures are in place for dealing with allegations of abuse made against staff including allegations made against the Headteacher.
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place.
- There is an up-to-date and appropriate training strategy which ensures all staff, including the managers, teaching and non-teaching staff, receive safeguarding training.
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking" does not lead to unreasonable restrictions as to what students can be taught with regards to online teaching and safeguarding.
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.
- That students are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff.
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.
- That all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.
- That student's safety and welfare is addressed through the curriculum.

Appendix 2: 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 e.g. 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 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 3: Specific Safeguarding Issues (See Annex B of Keeping Children Safe in Education)

Students and the court system

Students are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support students 5-11-year olds and 12-17-year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making student arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for students. The Ministry of Justice has launched an online student arrangements information tool with clear and concise information on the dispute resolution service.

This may be useful for some parents and carers.

Children missing from education

All staff should be aware that students going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and student criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a student going missing in future. Staff should be aware of their school or college's unauthorised absence and students missing from education procedures.

Children with family members in prison

Approximately 200,000 students have a parent sent to prison each year. These students are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their students, to help mitigate negative consequences for those students.

Child sexual exploitation

Child sexual exploitation is a form of student sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a student or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of student sex abuse, child sexual exploitation:

- can affect any student or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the student or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

- can be perpetrated by individuals or groups, males or females, and students or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- students who appear with unexplained gifts or new possessions;
- students who associate with other young people involved in exploitation;
- students who have older boyfriends or girlfriends;
- students who suffer from sexually transmitted infections or become pregnant;
- students who suffer from changes in emotional well-being;
- students who misuse drugs and alcohol;
- students who go missing for periods of time or regularly come home late; and
- students who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of students is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit students and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any student or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on students. In some cases, a student may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a student's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into students' social care where a student has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of students who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the student's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a student being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a student that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of student abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be

examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

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

Forced marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding students from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing radicalisation

Students are vulnerable to extremist ideology and radicalisation. Similar to protecting students from other forms of harms and abuse, protecting students from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a student is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a student’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in student behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the

Channel programme.

The Prevent duty: all schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools.

Peer on peer abuse

Students can abuse other students. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between students in schools and colleges

Sexual violence and sexual harassment can occur between two students of any age and sex. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, students with SEND and LGBT students are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment? It is important that school and college staff are aware of sexual violence and the fact students can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of student on student sexual harassment. Sexual harassment is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
- upskirting.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice on responding to sexual violence and sexual harassment can be found in part 5 of KCSIE.

Appendix 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

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

2. Respond

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

3. React

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

4. Record

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

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

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

Appendix 5: National Support Organisations

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

Adult Safeguarding

Adult Social Care via 03000 41 61 61

Education Safeguarding Service

Area Safeguarding Advisor **03000 41 24 45**

<https://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/>

Online Safety in Education Safeguarding Service

03000 415797

esafetyofficer@theeducationpeople.org (non-urgent issues only)

LADO Service

Telephone: 03000 410888

Email: kentchildrenslado@kent.gov.uk

Kent Children's Services

Front door: 03000 411111

Out of Hours Number: 03000 419191

Kent Police

101 or 999 if there is an immediate risk of harm

Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

kscmp@kent.gov.uk

03000 421126

NSPCC 'Report Abuse in Education' Helpline

[0800 136 663](tel:0800136663) or

help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for Staff

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

Support for Learners

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

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org

- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Shout: www.giveusashout.org

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/>

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.mensadvice.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

Honour Based Abuse

- 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

Peer on Peer abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- 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 (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

NSPCC Helpline 0800 028 0285

<https://learning.nspcc.org.uk/safeguarding-child-protection>

Radicalisation and hate

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