Brabourne CE Primary School

Child Protection Policy – 2026–27

Based on DfE 'Keeping Children Safe in Education' 2026

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

Key Contacts

	Name	Contact information
Designated Safeguarding Lead (DSL)	Andrew Stapley	01303 813276 headteacher@brabourne.kent.sch.uk
Deputy Designated Safeguarding Lead	Deborah Unsworth	01303813276 dunsworth@brabourne.kent.sch.uk
Safeguarding Governor	Rev. Susan Manners	revsusanmanners@gmail.com
Chair of Governors	Hester Fenwick	chairofgovernors@brabourne.kent.sch.uk
Local Authority Designated Officer (LADO)		LADO referrals: Kent Children's Services Portal Advice: LESAS enquiry form (see Local Support)

What to do if you have a welfare concern in Brabourne CEP School

Why are you concerned?

For example

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

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

Follow the school procedure:

Reassure the child
Clarify any concerns using open questions, if necessary (TED: Tell, Explain, Describe)
Record facts and not opinions and use child's own words. Sign and date your record
Seek support for yourself as required from DSL

Inform the Designated Safeguarding Lead
(Andrew Stapley – HT/ Deborah Unsworth -- AHT)

Designated Safeguarding Lead

- If a child is at risk of immediate harm and/or is unsafe to go home, make an urgent Request for Support to the Front Door Service via the portal or call the Police on 999.
- If no immediate risk of harm, provide internal support and/or refer to other agencies in line with Kent Safeguarding Support Level Guidance and KSCMP procedures, as appropriate. For example, signposting to community services and/or community-based early help, a non-urgent call to the Police via 101, reporting allegations against staff to the County LADO Service, or make a Request for Support via the Front Door Service Portal.
- If the school believes a child may be in need of support but are unclear whether to refer, a no-named consultation can be sought from the Front Door Service via **03000 411 111**
- If support is required out of working hours, the school will contact the Out of Hours Service via **03000 41 91 91**.

If you are unhappy with the response

Staff:

- Follow Kent safeguarding partnership escalation procedures
- Follow Brabourne CEP School whistleblowing procedures

Learners and Parents:

- Follow **school** complaints procedures

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

Monitor

Be clear about:

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

Review and **request further support** if necessary

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

1. Child Focused Approach to Safeguarding

1.1 Introduction

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

- Brabourne CEP School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- Staff will recognise and challenge prejudice-based harm, including racism, faith-based prejudice, homophobia, biphobia, transphobia, sexism and other discriminatory behaviour. Such harm may affect children's welfare, mental health and willingness to seek help. Concerns will be recorded and considered within our safeguarding procedures, alongside the behaviour and anti-bullying policies.

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

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

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

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

- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within 'Keeping Children Safe in Education' 2026.

1.2 Policy Context

- This policy is implemented in accordance with our compliance with the current statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2026 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- This policy has also been reviewed against the Kent County Council LESAS Child Protection Policy Template 2026–27. Kent County Council copyright is acknowledged.

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and national and local related guidance. This includes but is not limited to:
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    - Keeping Children Safe in Education (KCSIE) 2026
    - Working Together to Safeguard Children (WTSC) 2026
    - Early Years Foundation Stage statutory framework for group and school-based providers (EYFS) 2026
    - Current Ofsted inspection framework and school inspection guidance
    - Framework for the Assessment of Children in Need and their Families, 2000
    - Kent and Medway Safeguarding Children Procedures
    - The Education Act 2002
    - Education and Inspections Act 2006
    - The Education (Independent School Standards) Regulations 2014
    - The Non-Maintained Special Schools (England) Regulations 2015
    - The Human Rights Act 1998
    - The Equality Act 2010 (including the Public Sector Equality Duty)
    - The Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025
    - Information Sharing Duty statutory guidance 2026 and section 16LA of the Children Act 2004
    - The School Premises (England) Regulations 2012

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

    - Brabourne CEP School will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.

    - Brabourne CEP School will continue to follow government guidance in response to the coronavirus (Covid-19) pandemic; regardless of the action required, our safeguarding principles will always remain the same. We will amend this policy and our approaches, as necessary.

    - Brabourne CEP School recognises that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3 Definition of Safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - providing help and support to meet the needs of children as soon as problems emerge
    - protecting children from maltreatment, whether that is within or outside the home, including online

- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
- taking action to enable all children to have the best outcomes.

- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

    - The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - Abuse and neglect
    - Bullying, including cyberbullying
    - Child-on-child abuse
    - Children with family members in prison
    - Children who are absent or missing from education
    - Children Missing Education (CME)
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation (CCE)
    - Contextual safeguarding (risks outside the family home)
    - County lines and gangs
    - Domestic abuse
    - Drugs and alcohol misuse
    - Fabricated or induced illness
    - Faith abuse
    - Gender based abuse and violence against women and girls
    - Hate
    - Homelessness
    - Human trafficking and modern slavery
    - Mental health
    - Making or sharing nudes and semi-nudes, including digitally manipulated or AI-generated images
    - Online safety
    - Peer on peer abuse
    - Preventing radicalisation and extremism
    - Private fostering
    - Relationship abuse
    - Serious violence
    - Sexual violence and sexual harassment
    - So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
    - Upskirting

(Also see Part One and Annex A within 'Keeping Children Safe in Education' 2026)

1.4 Related Safeguarding Policies

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

    - Anti-bullying
    - Attendance

- Behaviour, including behaviour management and use of physical intervention
- Complaints
- Confidentiality
- Data protection and information sharing
- Emergency procedures, such as evacuations and lockdowns
- Health and safety, including plans for school reopening
- First aid and accidents, including medication and managing illness, safer eating and allergies, health and safety, and infection
- Image use
- Managing allegations against staff
- Mobile and smart technology
- Online safety
- Personal and intimate care
- Use of Generative Artificial Intelligence (AI)
- Relationship, Sex and Health Education (RSHE)
- Risk assessments, such as school trips, use of technology
- Safer recruitment
- Searching, screening and confiscation
- Social media
- Staff behaviour policy/code of conduct, including Acceptable Use of Technology Policies (AUP)
- Whistleblowing

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

- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium
- What to do if you are worried a child is being abused
- Early Years Foundation Stage (EYFS) Statutory Framework: The Safeguarding and Welfare Requirements

- These documents can be obtained from the school office.

1.5 Policy Compliance, Monitoring and Review

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

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2026.

- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website: Policies - Brabourne Church of England Primary School.

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

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

2. Key Responsibilities

2.1 Governance and Leadership

- The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

- The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

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

- The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

- The governing body have regard to the KCSIE 2026 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

- The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

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

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed (Andrew Stapley), a member of the senior leadership team, to act as the Designated Safeguarding Lead (DSL).

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

- The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
    - Deborah Unsworth, AHT

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

- It is the role of the DSL to carry out their functions as identified in Annex B of KCSIE 2026. This includes but is not limited to:
    - Acting as the central contact point for all staff to discuss any safeguarding concerns
    - Maintaining a confidential recording system for safeguarding and child protection concerns
    - Coordinating safeguarding action for individual children

    When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
    - Liaising with other agencies and professionals in line with KCSIE 2026 and WTSC 2026
    - Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
    - Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
    - Managing and monitoring the school role in any multi-agency plan for a child.
    - Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
    - Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
    - Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
    - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
    - Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
    - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
    - The headteacher will ensure that clear, reliable DSL cover arrangements are known to all staff during illness, leave, school closures, wraparound care and school activities outside normal hours. Staff must know how to contact the deputy DSL or other agreed safeguarding cover. Urgent action must not wait for the DSL to return or for a written record to be completed.
    - Liaising with the Headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

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

2.3 Members of Staff

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

- All members of staff have a responsibility to:

    - provide a safe environment in which children can learn.
    - be alert to any issues of concern in a child's life at home or elsewhere.

- be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact this can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from community-based early help or Family Help and understand the local assessment and referral processes and their role in them.
- Understand the school safeguarding policies and systems.
- Undertake and engage in regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with our staff code of conduct policy
- act in line with the Teachers' Standards which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

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

- Staff at Braborune CEP School will determine how best to build trusted relationships with children and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our staff behaviour and pupil behaviour policies.

2.4 Children

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

2.5 Parents and Carers

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

3. Child Protection Procedures

3.1 Recognising Indicators of Abuse, Neglect and Exploitation

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

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

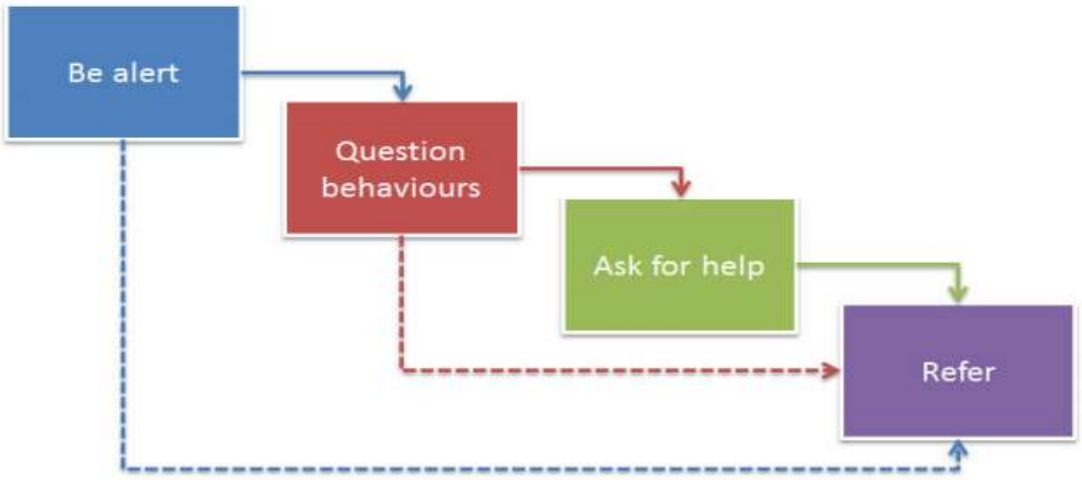
- All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children and Keeping Children Safe in Education. This is outlined locally within the Kent Support Levels Guidance.

- Brabourne CEP School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
    - Physical abuse
    - Sexual abuse
    - Emotional abuse
    - Neglect

For more in-depth information see Appendix 1.

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

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



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

- Brabourne CEP School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation 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, neglect and exploitation do not automatically mean a child is being harmed however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

- Brabourne CEP School recognises abuse, neglect and exploitation 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 behaviors can indicate child abuse, neglect or exploitation; staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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

- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the School. Children can be at risk of abuse 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.

- Brabourne CEP School recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse or exploitation online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

- Brabourne CEP School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

- Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school/college behaviour policy and/or 'Searching, Screening and Confiscation' policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance.
- The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil/student was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the pupil/student who has been searched to assess the incident against any potential wider safeguarding concerns. o Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Responding to Child Protection Concerns

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

    - listen carefully to child, reflecting back the concern.
    - use the child's language.
    - be non-judgmental.
    - avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example who, what, where, when or Tell, Explain, Describe (TED).
    - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.

- be clear about boundaries and how the report will be progressed.
- record the concern using the facts as the child presents them, in line with school record keeping requirements.
- record the concern in line with school record keeping requirements.
- inform the DSL (or deputy), as soon as practically possible.

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

    - The DSL or a deputy should always be available to discuss safeguarding concerns. If, in exceptional circumstances, neither is available, this must not delay appropriate action. Staff will speak to a member of the senior leadership team, seek advice from the Front Door Service, make a Request for Support themselves or contact the police as necessary. Any action taken will be shared with the DSL as soon as possible.

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

- In Kent, support for children and families is accessed in line with the current Kent Support Levels Guidance. Universal services and community-based early help support emerging needs. Family Help brings together targeted early help and support under section 17 of the Children Act 1989 where appropriate; Requests for Support are made through the Front Door Service using the Kent Children's Services Portal.

- Community-based early help is support provided as soon as problems emerge, through the school, Kent Family Hubs, health services and other local partners. Where needs are persistent, multiple or complex and cannot be met by these services alone, the DSL will consider a Request for Support for Family Help. Child protection concerns require immediate consideration of statutory action and must not wait for early help to be tried first.

    - If community-based early help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
    - Where targeted Family Help or statutory support is appropriate, the DSL or deputy will make a Request for Support via the Kent Children's Services Portal in line with the current Kent Support Levels Guidance.
    - Staff, including the DSL, may contribute to assessments and plans with other agencies, or lead an appropriate early help assessment where agreed, within their competence and in line with local assessment protocols. Statutory child protection assessments remain the responsibility of children's social care.
    - The DSL will keep all early help and Family Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.

    - Where a child may be in need of statutory services under section 17 of the Children Act 1989, or there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm under section 47, the DSL will make the appropriate Request for Support without delay. An immediate child protection concern will be marked urgent. If a child is in immediate danger, staff will call 999 and take necessary action to keep the child safe.

- Brabourne CEP School recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making**.**
- A no-name consultation must not be used to delay a referral where a child is suffering, or is likely to suffer, significant harm. When sharing concerns, staff will include relevant family, peer, community, transport and online circumstances so that agencies can assess the child's full lived experience. Children will not be relied upon to protect an adult or to manage an adult's mental health, substance misuse or other vulnerabilities.

- If they believe a child may be in need of support but are unclear whether a Request for Support should be submitted, the DSL may seek advice or guidance from a social worker via the Front Door Service before deciding next steps.
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  The DSL, or a deputy DSL in the absence of the DSL will have the overall responsibility for making referrals. However, all staff are made aware of the local process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

  If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff.

  - Staff will speak to a member of the school senior leadership team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for contact information, see flowchart.

  - In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.

  - Parents/carers will usually be spoken to when a Request for Support is considered and their agreement to engage will be sought where required and safe. Consent is not a prerequisite for sharing information or making a child protection referral where there is a lawful basis to act. Parents/carers will not be informed in advance where doing so may place a child or another person at greater risk, undermine a safeguarding response or prejudice a criminal investigation. The decision and reasons will be recorded.

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

  - DSLs and staff will be mindful of the need for the school to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school/college where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network.

3.3 Child Protection Records

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the platform MyConcern and passed without delay to the DSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.
- Safeguarding concerns received through emails, telephone calls, meetings, attendance information or complaints will be recorded on MyConcern, with relevant correspondence and school responses retained where appropriate. Records will identify the source, date and time of the report, distinguish allegations from established facts, capture the child's views and set out the action taken, who is responsible and the arrangements for follow-up and review.
- All staff are trained in the use of the MyConcern.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will distinguish direct observations, reported information and clearly labelled professional judgements, with the reasons for those judgements recorded. A body map will be completed if visible injuries to a child have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the online concern form on MyConcern as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- The DSL will review linked concerns and patterns over time. Records will include the reasons for decisions to take no further action, not to refer or not to share information, as well as actions taken and outcomes.
- Child protection records are stored securely on the MyConcern platform. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

3.4 Transferring Child Protection Files

- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- When transferring a file, the DSL will include a clear summary of current safeguarding risks, relevant history, ongoing support and outstanding actions, distinguishing current concerns from historical information. Where risks or significant support needs exist, the DSL will arrange a direct conversation with the receiving DSL to support safe transition planning.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.
- Where the school receives child protection files from another setting, the DSL will ensure key staff such as the special educational needs co-ordinator (SENDCO) Ms Rebecca Simmonds, will be made aware of relevant information as required.
- The receiving DSL will review safeguarding information promptly and ensure relevant staff understand the risks and support required. Where information indicates a risk to the child or to others, appropriate risk assessment and safety planning will take place before, or as soon as possible after, the child starts.
- Where a pupil/student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil/student, and if so, if the files have been sent.

3.5 Multi-Agency Working

- Brabourne CEP School recognises the pivotal role we have to play in multi-agency safeguarding arrangementsand is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

- The School leadership team, governing body/proprietor and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, social workers, early help workers, health professionals (such as paediatricians, health visitors, mental health services and speech and language therapists), specialist teachers, education psychologists, other schools/settings where children attend more than one setting/provision and police.

- Brabourne CEP School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The School will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

- The Headteacher/DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school/college 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

3.6 Confidentiality and Information Sharing

- Brabourne CEP School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE and WTSC.

- Brabourne CEP School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.

- All staff are made aware of the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures both confidentiality and safeguarding.

    - Brabourne CEP School will ensure staff are aware of our confidentiality policy and will ensure there is an area where staff may talk to parents and/or carers confidentially.
    - All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.
    - Staff are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
    - The Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 place duties on schools and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. These data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
    - From 30 September 2026, the school will comply with the information-sharing duty in section 16LA of the Children Act 2004. Where we hold relevant information about a child, or about another person connected to the child, we must share it with another organisation in scope where we consider that disclosure may facilitate its safeguarding or child-welfare functions. This applies proactively and when responding to requests. The duty does not apply where disclosure would be more detrimental to the child than not disclosing; any such decision and its reasons will be recorded.
    - Information sharing will be necessary, proportionate, relevant, accurate, timely and secure. A relevant extract or summary will be used where sharing an entire file is unnecessary. Staff will seek advice from the DSL or DPO where appropriate, without delaying urgent safeguarding action, and record what was shared, with whom, for what purpose and the lawful basis. Information received for safeguarding purposes will be used and accessed only as authorised by data protection law.
    - All staff will be provided with training and information to ensure they understand the relevant data protection principles which allow them to share and/or withhold personal information.
    - KCSIE, the Information Commissioner's Office (ICO), DfE Data Protection in schools guidance and Information Sharing Duty statutory guidance 2026 provide further details regarding information sharing principles and expectations.

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

3.7 Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the school website.
- A safeguarding concern raised through a complaint will be considered and acted on immediately under this policy. Necessary safeguarding action will not wait for the complaints process to be completed.

- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

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

- The leadership team at Brabourne CEP School will take all concerns and whistle blowing reports seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
    - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

- Brabourne CEP School is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with children will read Annex A of KCSIE 2026 which contains important additional information about specific forms of abuse and safeguarding issues.

- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Child-on-child Abuse (including harassment and violence)

- All members of staff at Brabourne CEP School recognise that children can abuse other children; this is known as child-on-child abuse and can happen both inside and outside of school and online.

- Brabourne CEP School recognises that child-on-child abuse can take many forms, including but not limited to:
    - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
    - Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
    - Abuse in intimate personal relationships between children
    - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - Serious physical assault or the threat of harm with a knife or other weapon
    - Sexual violence and sexual harassment
    - Consensual and non-consensual making or sharing of nudes and semi-nudes, including digitally manipulated or AI-generated images and videos
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
    - Initiation/hazing type violence and rituals

- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE (in particular, part two and five).

- Brabourne CEP School adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

- Brabourne CEP School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place, and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.

- To minimise the risk of child-on-child abuse, Brabourne CEP School will:

    - Implement a robust anti-bullying policy

- providing an age/ability appropriate PSHE and RSE curriculum
- providing clear, accessible ways for pupils to report concerns to a trusted adult, class teacher or DSL; staff will listen and record concerns

- Brabourne CEP School want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying, and behaviour. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Child-on-child abuse is a safeguarding issue for every child involved, including the child alleged to have caused harm. The DSL will consider whether an immediate risk and needs assessment is required, taking account of age, development, SEND, power imbalance, coercion, frequency, escalation, the impact on others and the wider context. Safety and support plans will be recorded, monitored and reviewed.

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

- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
  - Staff taking reports seriously
  - Staff listening carefully, avoiding victim blaming
  - Staff providing appropriate pastoral support
  - Signposting to local/national support
  - Working with parents/carers
  - Reviewing educational approaches
  - Following procedures as identified in other policies (e.g. school/college anti-bullying, behaviour, and child protection policies)
- Parents/carers will normally be informed about concerns involving their own child, unless doing so would increase risk or prejudice a statutory safeguarding or police response. Information about other children, including support, safeguarding actions or sanctions, will remain confidential unless there is a lawful and appropriate basis to share it.
  - Informing the police and/or ICS, where necessary and appropriate

4.2 Sexual violence and sexual harassment

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

- Brabourne CEP school recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Brabourne CEP school recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- Harmful sexual behaviour exists on a continuum, from developmentally inappropriate or problematic behaviour to abusive behaviour and sexual violence. Staff will consider the child's age and development, coercion, consent, power imbalance and the effect on others. Such behaviour will be referred to the DSL and responded to in line with Part Five of KCSIE.

- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A

victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report.

- Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour, child protection, online safety.

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

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

- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
    - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE and relevant local/national guidance and support, for example KSCMP procedures.
    - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
    - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

- The DSL will assess reports promptly and consider internal safeguarding support, community-based early help, Family Help, a referral to children's social care and/or reporting to the police. Appropriate statutory referrals will be made without delay where a child may be suffering, or likely to suffer, significant harm. Important considerations which may influence this decision include:
    - the wishes of the victim in terms of how they want to proceed.
    - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
    - the ages of the children involved.
    - the developmental stages of the children involved.
    - any power imbalance between the children.
    - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
    - that sexual violence and sexual harassment can take place within intimate personal relationships between children.
    - understanding intra familial harms and any necessary support for siblings following incidents.
    - whether there are any ongoing risks to the victim, other children, adult students, or school staff.
    - any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

- The school will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and

where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

- If at any stage the DSL is unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.2.1 Making or sharing nudes and semi-nudes

- Brabourne CEP School recognises that all incidents involving children making or sharing nudes and semi-nudes require a safeguarding response, whether consensual or non-consensual and including digitally manipulated or AI-generated material. All concerns will be reported to and dealt with by the DSL or deputy in line with UKCIS guidance and local safeguarding procedures.

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

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

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

- Brabourne CEP School recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- Brabourne CEP School recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

- Brabourne CEP School recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- Exploitation may be committed or facilitated by individuals, organised networks or gangs; a child may identify with the group exploiting them and may be coerced into apparent offending. Children cannot consent to exploitation. County lines can operate locally as well as across wider areas and may involve children moving, storing or selling drugs or money through coercion, threats or debt bondage.

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

4.4 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. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

Brabourne CEP School recognises that the likelihood of involvement in serious violence may be increased by factors such as being male, having been frequently absent or permanently excluded, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Additionally, violence can peak in the hours just before or just after school, when pupils are travelling to and from school and these may be particularly risky times for children involved in serious violence.
Staff will be alert to carrying, using or threatening others with knives or weapons, and to local places or travel routes where children feel unsafe. Any immediate threat will be reported to the police using 999, alongside safeguarding action. The DSL will work with relevant partners to assess and manage contextual risks rather than viewing apparent offending or violence in isolation.

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

4.5 Modern Slavery and the National Referral Mechanism (NRM)

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

- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will and responded to in line with this policy.
- Where modern slavery or trafficking is suspected, the DSL will consider a National Referral Mechanism referral with an authorised first responder, such as the local authority or police. This will not delay a child protection referral or immediate protective action.

4.6 So-called honour-based and faith-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.

    - All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.
    - Abuse linked to faith or belief, including accusations of witchcraft or spirit possession, will be treated as a safeguarding concern. Cultural, religious or family explanations do not justify harm. Staff will report concerns to the DSL immediately; involvement of family or community members will be considered carefully where this could increase risk.
    - All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fmu@fcdo.gov.uk

    - Whilst all staff will speak to the DSL (or deputy) if they have any concerns about risk or suspected cases of FGM, there is a specific legal duty on teachers.
        - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to **personally report** to the police where they discover, through a direct disclosure by a girl aged under 18 or observation of physical signs, that FGM appears to have been carried out on her.
        - It will be rare for teachers to see visual evidence, and they should not be examining pupils, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information and FGM Mandatory reporting Duty Fact Sheet.

    - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Children's Services should be informed as appropriate.

4.7 Preventing radicalisation

- Brabourne CEP School recognises that children may be susceptible to radicalisation into terrorism.

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

- It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection

- All staff have received appropriate training to enable them to be alert to changes in children's behaviour which could indicate that they may need help or protection from radicalisation.

- Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the local procedures in regard to making a Prevent referral.

- If there is an immediate threat to safety, the police will be contacted via 999.

- Where a child is receiving support regarding concerns relating to preventing radicalisation, for example, through the 'Channel' programme, the DSL will consider if it would be appropriate to share any information if/when a child leaves to attend any new schools/colleges, so support can be put in place in place for when the child arrives.

4.8 Cybercrime

- Brabourne CEP School 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.
- Cyber-dependent offences can include unauthorised access to computer systems, malware and denial-of-service attacks. Staff will consider whether a child's involvement may indicate grooming, exploitation or other safeguarding needs and will report concerns to the DSL; a disciplinary response alone will not replace safeguarding consideration.

- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL, or Deputy, will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the Child Protection and other appropriate policies.

4.9 Domestic abuse

- Brabourne CEP School recognises that:
    - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
    - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
    - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
    - anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
    - domestic abuse can take place within different types of relationships, including ex-partners and family members.
    - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
    - domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
    - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
    - Domestic abuse may include stalking and financial exploitation, and harm may continue or escalate after separation. Child-to-parent or caregiver abuse can also occur; both the child's needs and the safety of those affected will be considered through the appropriate safeguarding response.
    - it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.

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

- Brabourne CEP School is an Operation Encompass school and works with Kent Police to support children affected by domestic abuse. Police in England have a duty to notify a child's school where they have attended a domestic abuse incident and reasonably believe that the child may be a victim. This includes children connected to the household whether or not they were present at the incident.
    - Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enable us to put immediate support in place according to the child's needs.
    - Notifications will be handled confidentially, recorded securely and overseen by the DSL. Relevant information will be shared with staff on a need-to-know basis so that timely support can be provided.
    - Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the Front Door Service may be made if there are any concerns about a child's welfare.

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

4.11 Mental health

- All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

4.12 Child abduction and community safety incidents

- Child abduction includes unauthorised removal or retention of a child by a parent, relative, other known person or stranger. Community safety incidents near school or on children's routes to and from school may also create safeguarding risks. Staff will report concerns immediately to the headteacher/DSL and call 999 where there is an immediate threat.
- Children will be supported to develop age-appropriate personal safety skills, confidence and ways to seek help. Collection arrangements and relevant legal restrictions will be considered as part of safety planning.

4.13 Children affected by court proceedings or family disputes

- Children involved in criminal or family court proceedings, parental separation or disputed child arrangements may need additional support. Staff will share concerns with the DSL, who will consider pastoral support, relevant court orders and partnership working. The school will remain focused on the child's welfare and follow current court orders and legal restrictions; the latest relevant order may be requested from parents/carers.

4.14 Homelessness and temporary accommodation

- Homelessness, the risk of homelessness and temporary accommodation may affect children's welfare, attendance, learning and safety. The DSL will consider support and referral to the local housing authority and other services. A housing referral will not replace a safeguarding referral where a child is at risk of harm.

4.15 Children affected by parental imprisonment or offending

- Children with a family member in prison or affected by parental offending may experience stigma, isolation, financial pressures or disrupted relationships. Staff will respond sensitively, share concerns with the DSL and consider pastoral support, specialist signposting and early help or Family Help where appropriate.

5. Supporting Children Potentially at Greater Risk of Harm

Whilst all children should be protected, Brabourne CEP School acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups:

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

- Brabourne CEP School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect or exploitation.

- Brabourne CEP School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

- All members of staff are encouraged to appropriately explore potential indicators of abuse, neglect and exploitation, such as behaviour, mood changes or injuries and not to assume that they are related to the child's special educational needs or disability.

- Members of staff are encouraged to be aware that children with SEND, or certain medical conditions, can be disproportionally impacted by safeguarding concerns or behaviour, such as exploitation, peer group isolation or bullying including prejudice-based bullying, without outwardly showing any signs.
- Additional barriers may include dependence on adults for care, intimate care needs, difficulty understanding that behaviour is abusive and cognitive or communication difficulties. Staff will consider reasonable adjustments, communication aids and trusted adults, and will work with the SENCO to help children express their views and receive appropriate support.

- 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 Rebecca Simmonds to plan support as required.

- Our school has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies: Policies - Brabourne Church of England Primary School

- Our school has a robust intimate/personal care policy which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems.

5.2 Children Requiring Mental Health Support

- Brabourne CEP School has an important role to play in supporting the mental health and wellbeing of our pupils/students. 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.

- 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.
- Only appropriately trained professionals should diagnose a mental health problem. Staff will be alert to changes in behaviour, sleep, attendance, relationships or enjoyment of usual activities, as well as self-harm, eating difficulties, neglect of personal care or thoughts of suicide. Concerns will be recorded on MyConcern and shared with the DSL so that appropriate, evidence-based support can be considered.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

- Where a child is in immediate danger, including immediate risk of suicide or serious self-harm, staff will contact emergency services using 999 and ensure the child is kept safe. For urgent mental health help that is not an emergency, advice will be sought through NHS 111 and appropriate local services.
- The DSL will coordinate suitable pastoral or specialist support, taking account of age, needs and safeguarding risk, and keep arrangements under review. Parents/carers will be involved unless doing so would place the child at additional risk. Staff will not assume that a mental health difficulty is solely a behaviour issue.

- Age/ability appropriate education will be provided to our pupils/students to help promote positive health, wellbeing, and resilience.

5.3 Children who are absent from education, including children missing education

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

- A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Children's Services and/or have a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

- Where possible, the school/college will hold more than one emergency contact number for each pupil/student, so we have additional options to contact a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern. There is an expectation that emergency contact information will be held for both parents, unless doing so would put a child at risk of harm or be contrary to a court order or other legal restriction. Restrictions on contact will be recorded clearly.

- Where the school/college have concerns that a child has unexplainable and/or persistent absences from education and/or is missing from education, we will respond in line with our statutory duties (DfE: Children missing education) and local policies. Local support is available via the Kent PRU and Attendance Service (KPAS).
- Unexplained absence will be followed up promptly under the attendance policy. Where a child's whereabouts, education or safety cannot be established, the DSL will consider immediate safeguarding action and make a prompt referral to KPAS/the local authority CME service. A referral will not be delayed by local enquiries where this may prevent timely protective action. Required information will be provided to the local authority when a child is removed from the school roll.

5.4 Children attending alternative provision

- Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil. This includes the school:
- Before commissioning alternative provision, the school will undertake appropriate due diligence and obtain written safeguarding assurance, including the checks on adults working there. Arrangements will ensure timely sharing of safeguarding information, attendance concerns, staffing changes and any risks affecting the child. The school will continue to know where the child is during school hours and retain responsibility for safeguarding throughout the placement.
    a. having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

b. regularly reviewing (at least half termly) the alternative provision placements made to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs.

- Where safeguarding concerns arise, placements will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

5.5 Elective Home Education (EHE)

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

- We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.
- Where elective home education is proposed, the school will seek to work with the local authority and relevant professionals before a final decision, particularly where a child has SEND, an Education, Health and Care plan, a social worker or other vulnerabilities. Any removal from roll will comply with current pupil registration requirements, and safeguarding concerns will be referred without delay.

5.6 Children who need a Social Worker (child in need and child protection plans)

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

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

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

- Brabourne CEP School recognises the common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation, and a previously looked after child also potentially remains vulnerable.

- The school has appointed a 'designated teacher' (Andrew Stapley, Headteacher/DSL) who works with local authorities, including the Virtual School Kent (including the virtual school head), to promote the educational achievement of registered pupils who are looked after or who have been previously looked after, including those in kinship care.

- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

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

- Where 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 in kinship care are not automatically looked after children. The school will consider their individual legal status, needs and care arrangements and work with Virtual School Kent as appropriate, including its wider

strategic role in supporting the attendance and educational outcomes of children with a social worker and children in kinship care.

5.8 Children who are lesbian, gay or bisexual or questioning their gender

- The fact that a child may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm, however, Brabourne CEP School recognises that children who are lesbian, gay, bisexual or gender questioning or are perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be targeted by other children or others within the wider community.

- When a child questions their gender, staff will listen sensitively, avoid assumptions based on interests or appearance, and consider the full range of their needs and experiences. Any safeguarding concerns will be shared with the DSL. Requests to make changes to school arrangements will be considered by the headteacher/DSL using the decision-making process below.

- Brabourne CEP School recognises risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. Appropriate education is included within our Relationships Education/ Relationship and Sex Education and Health Education curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space that facilitates a culture where children can speak out or share any concerns.

Considering requests for support with social transition

- The school will not initiate social transition or make assumptions based on a child's appearance, interests or behaviour. Individual staff will not make changes to names, pronouns or other arrangements without a school decision made in line with KCSIE. The headteacher/DSL will lead a careful, documented process, considering the child's views, welfare and wider needs, the impact on other children, clinical advice where available, and safeguarding, equality and human rights duties.
- Parents/carers will be involved as a matter of priority when support with social transition is requested, and their views will carry great weight. If involvement may expose the child to greater harm, the DSL will determine the safeguarding action required before contact or decisions are made. Where a child only discusses their feelings and does not request changes, staff will not break confidence unless there is a related safeguarding risk.
- As a primary school, Brabourne CEP School will exercise particular caution. KCSIE expects support for full social transition at primary age to be agreed very rarely. Where families are considering social transition before puberty, appropriate clinical involvement is important; advising on clinical risks and benefits is not a role for staff without the necessary clinical training. Support will remain flexible and avoid pressure on a child to commit to a particular pathway.
- Decisions will consider whether any rule places the child at a disadvantage, the legitimate aim of the rule, whether it is proportionate and whether a suitable alternative could achieve the same aim. Children and families will be supported to understand the constraints in KCSIE, including the arrangements for toilets, changing, residential accommodation and safety-related single-sex sport described in section 10.4.
- Bullying, harassment and discrimination will be challenged promptly. The school will also consider the rights of pupils and staff in relation to religion or belief and explain any agreed arrangements sensitively. Relevant staff will have the information needed to safeguard the child; a child's biological sex will be recorded accurately wherever it is recorded, in line with KCSIE, and information will be handled securely.
- The DSL will be involved where a child has socially transitioned from an early age and relevant adults may be unaware of their biological sex, particularly where anxieties or vulnerabilities arise approaching puberty. Agreed

arrangements, including those made before KCSIE 2026, will be reviewed as appropriate with parents/carers, taking account of their impact and any new safeguarding information. A child wishing to change or reverse an earlier arrangement will be supported with parents/carers and relevant professionals.

5.9 Children who are privately fostered

- Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

- Where private fostering arrangements come to the attention of the school, for example, through the normal course of their interaction and promotion of learning activities with children, we must notify Kent Integrated Childrens Services in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

5.10 Children who may benefit from early help or Family Help

- Any child may benefit from universal services, community-based early help or Family Help, and staff should be particularly alert to the potential need for additional support for a child who:
    - is disabled or has certain health conditions and has specific additional needs
    - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
    - has a mental health need
    - is a young carer
    - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
    - is frequently missing/goes missing from education, home or care,
    - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
    - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
    - is at risk of being radicalised or exploited
    - has a parent or carer in custody, or is affected by parental offending
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
    - is misusing alcohol and other drugs themselves
    - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
    - is a privately fostered child.

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

5.11 Young carers

- Young carers may care for a family member with illness, disability, mental health difficulties, substance misuse or another care need. Caring responsibilities may affect attendance, punctuality, concentration, tiredness, learning, emotional wellbeing and friendships. Staff will share concerns with the DSL so that needs can be identified early and the child's voice heard.
- The DSL will consider pastoral support, reasonable adjustments and liaison with appropriate young carers, health or local authority services. Inappropriate, excessive or unsafe caring responsibilities, or a significant effect on the child's welfare, will prompt consideration of a Request for Support. A child must not be expected to manage an adult's needs at the expense of their own safety or development.

5.12 Children with medical conditions

- Children with medical conditions, including allergies, will be supported through appropriate healthcare and allergy arrangements so that they can access school safely. A medical incident does not automatically constitute a safeguarding concern. Staff will report patterns or circumstances that suggest abuse, neglect or exploitation, including repeatedly missing essential medication or equipment, withheld medical information or failure to follow agreed care arrangements that places a child at risk.
- The DSL will consider the concern alongside the child's healthcare needs, liaise with relevant professionals and determine whether a Request for Support is required. Children's independence, dignity and privacy will be respected, and staff will follow the school's medical, allergy, first aid and intimate care arrangements.
- For Reception children, safer eating arrangements will meet the EYFS requirements: children will be within sight and hearing of staff while eating, and a staff member with a valid full-course paediatric first aid certificate will be in the room. Dietary and allergy information will be kept current and shared with staff responsible for food, with clear responsibility for checking each child's food and drink.

6. Online Safety

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

- Brabourne CEP School will ensure online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

- Brabourne CEP School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
    - Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
    - Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate such interaction. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
    - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, including AI-generated images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
    - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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

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

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

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

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

- Brabourne CEP School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices.

- All school owned devices and systems will be used in accordance with relevant policies, including but not limited to acceptable use policies, child protection policy staff and volunteer code of conduct policies.

6.1 Generative Artificial Intelligence (AI)

- Brabourne CEP School recognises that when used safely, effectively and with the right infrastructure in place, generative artificial intelligence (AI) tools have many uses which could benefit our entire school community.

- However, it is important to recognise that AI tools can also pose safeguarding risks to our community as well as moral, ethical and legal concerns. This includes, but is not limited to:
    - exposure to inappropriate or harmful content, including bullying, harassment, abuse and exploitation
    - privacy and data protection breaches/risks
    - intellectual property infringements
    - academic integrity challenges such as plagiarism and cheating
    - exposure to inaccurate, misleading or biased content, including material generated by AI.

- Brabourne CEP School only permits the use of generative AI tools which have been approved and provided by the school for work and/or educational purposes, following the senior leadership team undertaking risk assessments and/or data protection impact assessments prior to use.
- AI tools will be assessed for age restrictions, safeguarding risks, privacy and data protection before use. Personal, confidential or safeguarding information will not be entered into an AI service unless the school has specifically approved that use and the necessary data protection safeguards are in place. AI outputs will be checked by an accountable member of staff and will not replace professional safeguarding judgement.
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- Staff and pupils will be made aware of the benefits and risks of using generative AI tools and the school expectations by:

- The Child Protection Policy
- Staff code of Conduct Policy
- Acceptable Use Policy
- Staff training

- Brabourne CEP School will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour, data protection, complaints and child protection.

- Where the school believe that AI tools may have facilitated the creation of child sexual abuse material, the school/college will respond in line with existing local safeguarding procedures and national guidance from the IWF and NCA-CEOP.

- Where the school is responding to concerns regarding digitally manipulated and AI-generated nudes and semi-nudes, the school will respond in line with section 4.2.1 of this policy and the local KSCMP safeguarding procedures and UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

- Where the school believe that AI tools may have facilitated deep fake abuse of adults, advice and support will be provided to individuals affected, such as via Unions, Professionals Online Safety Helpline or Report Harmful Content and/or if a crime has been committed, via the police. Action will be taken in line with relevant school policies, including but not limited to, anti-bullying, behaviour and complaints.

6.2 Mobile and Smart Technology

- Brabourne CEP School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.

- In accordance with KCSIE and EYFS, Brabourne CEP School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be obtained from the school office.
- Pupils will not have access to mobile phones during the school day, including breaks and lunchtime, in line with the school's mobile and smart technology policy and current DfE guidance. Any necessary exception, for example to meet a medical or SEND need, will be agreed by the headteacher and risk assessed. Staff, visitors and volunteers will follow the school's rules on personal devices, images and professional communications, including in Reception.

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

- Brabourne CEP School will do all we reasonably can to limit children's exposure to online harms through school/college provided devices, systems, platforms and networks. In line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.

- This includes ensuring application of appropriate filtering and monitoring to both static content, as well as dynamic and AI-generated materials, products and/or systems used.

- When implementing appropriate filtering and monitoring, Brabourne CEP School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

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

- Pupils will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment and/or a data privacy impact assessment as relevant.

6.4 Responsibilities

Our governing body has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate safeguarding concerns when identified.

Andrew Stapley, Headteacher, and Hester Fenwick, governor, are responsible for ensuring that our school has met the DfE Filtering and monitoring standards for schools and colleges.

- Our senior leadership team is responsible for:

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

- The DSL has lead responsibility for overseeing and acting on:
o any filtering and monitoring reports.
o any child protection or safeguarding concerns identified.
o checks to filtering and monitoring system.

- The IT service providers/staff have technical responsibility for:
o maintaining filtering and monitoring systems.
o providing filtering and monitoring reports.
o completing technical actions identified following any concerns or checks to systems.
o working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.

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

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

6.5 Decision making and reviewing our filtering and monitoring provision

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

- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and, where appropriate, with consent from the leadership team; all changes to the filtering policy are logged and recorded.
- Our school undertakes an at least annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community.
- Reviews will take place at least once every academic year and be led by the senior leader responsible for filtering and monitoring, with the DSL and IT support. Checks will cover all relevant internet-connected devices, users and locations, including off-site use where applicable, and a record of checks, findings and required actions will be kept. New technology, significant incidents or changes in the pupil risk profile will trigger further review where needed.

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

6.6 Appropriate filtering

- Brabourne CEP School's education broadband connectivity is provided through Broadband 4 and Brabourne CEP School uses the Netfilter filtering system.
    - Netsweeper is a member of Internet Watch Foundation (IWF).
    - Netsweeper has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
    - Netsweeper is blocking access to illegal content including child sexual abuse material (CSAM).

Netsweeper blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material, access to illegal content and activity as identified in the Online Safety Act, including:

This includes:

- Child Sexual Abuse Material (CSAM)
- Controlling or coercive behaviour
- Extreme sexual violence
- Extreme pornography
- Fraud

- Racially or religiously aggravated public order offences
- Inciting violence
- Illegal immigration and people smuggling
- Promoting or facilitating suicide
- Intimate image abuse
- Selling illegal drugs or weapons
- Sexual exploitation
- Terrorism

- We filter internet use on all school owned, or provided, internet enabled devices and networks.
- Netsweeper also identifies and logs device names or IDs, IP addresses, and where possible, individual users, device names, the time and date of attempted access and the search term or content being blocked.

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

- The DSL and leadership team will work with Broadband 4 and our IT service providers as appropriate and as identified in section 6.3.2, to ensure that our filtering policy is continually checked and reviewed to reflect our needs and requirements.

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

- Turn off monitor/screen/close down laptop, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.

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

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

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

- If staff are teaching topics which could create unusual activity on the filtering logs, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the DSL and/or leadership team.

- The Netsweeper add-on for filtering devices is applied to devices for off-site use.

6.7 Information security and access management

- Brabourne CEP School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils. Further information can be found in the school's acceptable use policies and online safety policy.

- Brabourne CEP School will review the effectiveness of our procedures periodically to keep up with evolving cyber-crime technologies.

- Andrew Stapley,, Headteacher, a member of the senior leadership team and Hester Fenwick, COG, are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

6.8 Appropriate monitoring

We will appropriately monitor the use of all school provided devices and networks to detect safeguarding risks in real or near-real time, including accessing or attempting to access, or engaging with or attempting to engage with illegal and/or harmful/inappropriate content or activity by any user.

- Physical monitoring by staff (supervision), monitoring internet and web access (reviewing logfile information**)**
- Weekly monitoring reports of breaches from Broadband 4 as scheduled by the school
- Live monitoring of school wide system through Senso Safeguarding 'live' reports to DSL

In accordance with our Mobile and Smart Technology Policy, Brabourne CEP School does allow use of personal devices by staff. As such, we will ensure they are appropriately monitored in accordance with safeguarding and data protection legislation.

All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation.

If a concern is identified via our monitoring approaches:

- Where the concern relates to pupils, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies.
- Where the concern relates to staff, it will be reported to the headteacher (or chair of governors if the concern relates to the headteacher), in line with our staff behavior/ allegations policy.

Parents/carers will be informed of safeguarding concerns involving their child identified through our monitoring approaches, unless to do so would put a child at risk of harm or compromise a criminal investigation.

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

6.9 Information Security and Access Management

- Brabourne CEP School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in in policies on the school website.

- Brabourne CEP School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

- Andrew Stapley, Headteacher and Rev. Susan Manners, governor, are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

6.10 Staff Training

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

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

6.11 Educating Learners

- Brabourne CEP School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- For Reception provision, the school will have regard to the current DfE early years guidance on children's screen use. Digital activities will be planned with children's developmental needs and safeguarding in mind, alongside appropriate adult support and supervision.

6.12 Working with Parents/Carers

Brabourne CEP School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

- providing information on our school/college website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers or highlighting online safety at existing events.

Brabourne CEP School will ensure parents and carers understand what systems are used to filter and monitor their children's online use at school/college, what their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child is going to be interacting with online. This is achieved by:

- providing information on our school/college website and relevant policies such as acceptable use, home/school agreements and through existing communication channels.

Where the School/College is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE 'Harmful online challenges and online hoaxes' guidance to ensure we adopt a proportional and helpful response.

All communication with pupils and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems: Microsoft 365.

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

6.13 Remote Learning

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

Staff and pupils/students will be encouraged to report issues experienced at home when participating in remote/online learning; concerns will be responded to in line with our child protection and other relevant policies.

7. Staff engagement and expectations

7.1 Staff awareness, induction and training

- All members of staff, including those who do not work directly with children, must read Part One of the current version of Keeping Children Safe in Education in full. The Part One overview is a reference aid and does not replace the full guidance.
    - School leaders, including the DSL and governors will read KCSIE in its entirety.
    - School leaders and all members of staff who work directly with children will read Annex A of KCSIE.
    - All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This information is held in the HT office.

- It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.

- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to ensure they are aware of the school internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local safeguarding partners and explores the Kent processes to follow. This includes specific training from the DSL and e-Learning.
- Safeguarding training for staff working in Reception will also meet the criteria in Annex C of the EYFS statutory framework 2026, including recognising, responding to, recording, referring and escalating concerns, safer recruitment, allegations about adults and online safety.

- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns. This includes annual safeguarding training and regular training updates.
- Online safety training for staff will be integrated, aligned and considered as part of the whole school/college safeguarding approach and wider staff training and curriculum planning.

- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. For example, via email, e-bulletins, staff meetings.

- Brabourne CEP School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute and shape safeguarding arrangements and child protection policies.

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

7.1 Safer Working Practice

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

    - All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school behaviour policy/code of conduct.

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

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

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

7.3 Supervision and Support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2026.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
    - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
    - All staff are supported by the DSL in their safeguarding role.
    - All members of staff have regular reviews of their own practice to ensure they improve over time.

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

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

8 Safer Recruitment and Allegations

8.1 Safer Recruitment and Safeguarding Checks

- Brabourne CEP School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

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

- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- Safer recruitment will include the checks required by Part Three of KCSIE for the particular role, including identity, references, qualifications, right to work, DBS/barred list eligibility, teacher prohibition and other relevant professional restrictions, and additional checks for overseas history where appropriate. The school will consider proportionate online searches of shortlisted candidates and explain this as part of recruitment. Checks and relevant decisions will be recorded on the Single Central Record as required.
- Regulated activity will be assessed for staff and volunteers under the current law. The removal of the supervision exemption means that regular teaching, training, instructing or supervising of children, including on more than three days in a 30-day period or overnight, may be regulated activity even when supervised. Appropriate enhanced DBS and children's barred list checks will be obtained. Existing volunteers affected by the September 2026 change will have their barred list status checked in line with KCSIE.
- Staff and volunteers working in provision covered by the EYFS must not begin until the required enhanced DBS certificate, including barred list information, has been received. Unchecked volunteers will not be left unsupervised or allowed to work in regulated activity. Childcare disqualification requirements also apply to relevant Reception and wraparound care roles for children under eight.

- Brabourne CEP School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2018 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.
- The duty to disclose relevant suitability information continues throughout employment or volunteering, including conduct or circumstances outside work. Information will be considered fairly and proportionately in line with safeguarding duties, equality law, HR advice and LADO guidance.

7 Where Brabourne CEP School places a pupil with an alternative provision provider, we will:

7.8 obtain written information from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff.

7.9 obtain written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

8 Where the school organises work experience placements, we will follow the advice and guidance as identified in part Three of KCSIE 2026.

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

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and the local Kent allegations arrangements, including discussions as necessary with the Local Authority

Designated Officer (LADO). In depth information can be found within our 'Managing Allegations against Staff' and/or staff code of conduct policy**.** This can be obtained from the school office.

- Any concerns or allegations about staff will be recorded and dealt with in line with Part four of KCSIE and reported as appropriate in line with local Kent allegations management arrangements. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

- Where headteachers are unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds', advice will be sought via the LADO Education Safeguarding Advisory Service enquiry form.

- After resolving or concluding allegations or low-level concerns about staff, the headteacher, along with the LADO, if involved, will review the case to identify lessons learned and any possible improvements.

- In the situation that the school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.
- Concerns about supply teachers, trainee teachers, volunteers, contractors or agency staff will also be shared with the relevant employer, training provider or organisation as appropriate. The school retains responsibility for taking safeguarding action and involving the LADO where required; action must not be delayed while responsibility for employment or placement arrangements is clarified.

8.2.1 Concerns that meet the 'harm threshold'

- Brabourne CEP School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has
    - behaved in a way that has harmed a child, or may have harmed a child and/or
    - possibly committed a criminal offence against or related to a child and/or;
    - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Allegations against staff which meet this threshold will be responded to and managed in line with Part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member.

- In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- Where there is a conflict of interest in reporting to the headteacher, concerns will be reported to the chair of governors. If reporting to the chair also creates a conflict of interest, staff will contact the LADO directly. The school will consider any separate referral needed for the child and will not delay child protection action while an adult allegation is managed.

- If staff are concerned that appropriate safeguarding action is not being taken following an allegation against a colleague, they are advised to follow our whistleblowing process and/or to contact the LADO directly themselves.

8.2.2 Concerns that do not meet the 'harm threshold'

- Brabourne CEP School may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct/low-levels concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.
- Brabourne CEP School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school/college are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school/college are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school/college may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.
- It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.
- Low-level concerns must be shared confidentially and promptly with the headteacher. Concerns about the headteacher will be shared with the chair of governors. If staff cannot use the normal route safely or there is a conflict of interest, they will follow the whistleblowing procedure and/or contact the LADO directly.
- Where low-level concerns are reported to the school/college, the headteacher will be informed of all low level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- The headteacher will seek advice from the LADO through the current LESAS enquiry form where required, including where it is unclear whether a concern meets the harm threshold.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Low-level concern records will include the context, actions taken and reasons for decisions. Reviews will consider whether patterns meet the harm threshold and whether wider supervision, training, safeguarding culture or policy changes are needed. Concerns about third-party staff, including trainees, will be shared with the relevant organisation to help identify patterns.
- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO through the current LESAS enquiry form and following our disciplinary procedures.

8.2.3 Safe Culture

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

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

- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Brabourne CEP School will take all concerns or allegations received seriously.

- All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

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

- Brabourne CEP School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
    - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

9 Opportunities to teach safeguarding

- Brabourne CEP School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Health Education (for all state-funded schools).

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

- Brabourne CEP School recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, faith-based prejudice, misogyny/misandry, homophobia, biphobia, transphobia, sexual violence/harassment and other derogatory or physically harmful behaviour.

- Brabourne CEP School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life which are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate.

- Brabourne CEP School recognises that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse, neglect or exploitation, and children with SEND.

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

- Brabourne CEP School recognises the value of external organisations and/or speakers visiting to provide useful information or to help enrich children's education. However, school will always assess the suitability of external organisations or speakers before granting them access to pupils; this may include an assessment of the educational value, the age/ability appropriateness of content and whether relevant safeguarding checks will be required.

10. Physical Safety

10.1 Restrictive interventions including the use of reasonable force

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time'. Further information regarding our approach and expectations can be found in our behaviour policy and in line with the DfE 'Restrictive interventions, including the use of reasonable force, in schools' guidance.
- Restrictive interventions include force, physical or non-force restraint and seclusion where a child is prevented from leaving a space. They will be lawful, necessary and proportionate, never used as punishment. Staff will prioritise prevention, positive behaviour support and de-escalation, with reasonable adjustments and particular care for children with SEND, mental health needs or medical conditions.
- Each significant use of force and every incident of restraint or seclusion will be recorded in writing as soon as practicable; staff will endeavour to do so the same day. Records will include those involved, the child's relevant needs, time, location, duration, the circumstances and reasons, de-escalation attempted, the intervention and degree of force used, injuries and post-incident support. The child's and witnesses' accounts, parental notification and follow-up will be recorded where appropriate.
- Parents/carers will be informed in writing as soon as practicable, with the school endeavouring to do so the same day. For seclusion or restraint, the written record will be supplied in line with the requirements for maintained schools. Prior agreement in a behaviour support plan does not remove these duties. Where notification would be likely to result in serious harm to the child, the incident must instead be reported to any parent to whom it can safely be reported or, if there is none, to the local authority where the child ordinarily resides. The decision and reasons will be recorded.
- The headteacher/DSL will review incidents and arrange appropriate support for children and staff. Leaders and governors will review patterns, any disproportionate effect on particular pupils and lessons for staff training, behaviour support and safeguarding practice, without receiving unnecessary identifying details.

10.2 The Use of Premises by Other Organisations

- Where our school facilities or premises are rented/hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

- Where those services or activities are provided under the direct supervision or management of our school staff, our existing arrangements for child protection, including this policy, will apply.
- Where services or activities are provided separately by another body using the school facilities/premises, the headteacher and governing body will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.

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

10.3 Site Security

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

- Appropriate checks and supervision will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance.

- For professional visitors from partner agencies, such as social workers, Family Help practitioners, health staff or police, the school will check identity and purpose. Appropriate safeguarding checks are the responsibility of their employer; an individual DBS certificate will not routinely be required. Any concerns about identity or professional status will be clarified with the employer or agency without delaying an urgent safeguarding response.

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

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.
- Any site security incident that may affect a child's safety or welfare will be reported to the DSL and recorded under this policy, alongside any appropriate action under the school's site security and visitor arrangements.

10.4 Safeguarding in physical spaces, sport and residential visits

- Toilets, changing areas, PE and residential visits will protect every child's safety, privacy and dignity and meet the School Premises (England) Regulations 2012 and KCSIE. Separate toilets will be provided for boys and girls aged eight and over, except for individual facilities in a room that can be locked from inside and is intended for one pupil at a time. Pupils must not use facilities designated for the opposite biological sex.
- Changing and showering arrangements will be appropriate to pupils' ages, numbers, sex and individual needs. A child aged eleven or over at the start of the school year must not undress in front of a child of the opposite biological sex. Pupils must not access changing facilities designated for the opposite sex. Suitable individual alternatives will be considered where needed, without compromising any child's privacy, safety or dignity.
- Sport and PE will be planned with regard to safety, fairness and individual needs. Where single-sex groups are required for safety, there will be no exceptions allowing participation in a group designated for the opposite sex. Other requests will be considered carefully in line with KCSIE and equality duties.
- Residential visits will be risk assessed for supervision, sleeping arrangements, privacy, child-on-child harm, SEND, medical needs and other vulnerabilities. Children will not share overnight accommodation with children of the opposite biological sex, and pupils must not be placed in accommodation designated for the

opposite biological sex. Suitable separate alternatives will be considered where necessary. Individual arrangements will be documented, communicated to relevant staff and kept under review.

11 Local Support

- All members of staff in Brabourne CEP School are made aware of local support available.

  - **Kent Family Help and Integrated Children's Services: targeted early help, children in need and child protection support**
    - Kent Integrated Children's Services Portal – select 'urgent' if there is an immediate risk/concern
    - Front Door Service No Name Consultation: 03000 411111
    - Out of Hours Number: 03000 419191
      - Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance

  - **Community-based early help, local Early Help teams and Family Hubs**
    - Early Help and Preventative Services - KELSI
    - Early Help contacts - KELSI
    - Kent Family Hubs - Kent County Council

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

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

  - **Adult Safeguarding**
    - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
  - Kent LADO Education Safeguarding Advisory Service (LESAS)
  - Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership
  - To refer to the LADO following an allegation being made against a member of staff, complete a referral on the Kent Integrated Children's Services Portal.
  - To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the LESAS enquiry form.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, exploitation 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. Abuse can be carried out both on and offline and be perpetrated by men, women, and children

Children may be harmed by people known to them in families, institutions or the wider community, as well as by strangers. Children may also cause harm to family members, sometimes described as child-to-parent or caregiver abuse.

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 penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse can take place online, and technology can facilitate offline abuse. Abuse is often committed by someone known to the child. Sexual abuse of children by other children is a specific safeguarding issue and will be responded to under section 4 and Part Five of KCSIE.

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

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

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

Signs that MAY INDICATE physical abuse

- Bruises 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.
- Bruising or suspected bruising in a child who is not independently mobile, including a child with complex needs, is unusual and will be reported immediately to the DSL and managed under the Kent and Medway bruising protocol. Staff will document visible marks on a body map and record explanations accurately. Emergency treatment and police involvement will be sought where needed, and concerns indicating possible abuse or neglect will be referred to the Front Door Service without delay.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling or name-calling, and 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 2: Support Organisations

KSCMP

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

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/
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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
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.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
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Special Education Needs and Disabilities

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

- Council for Disabled Children: https://councilfordisabledchildren.org.uk
- Kent Autistic Trust: www.kentautistictrust.org/
- AFASIC: www.afasic.org.uk/
- National Autistic Society: www.autism.org.uk/
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Portage: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-children-under-5/portage-supporting-pre-school-children-with-send
- Information Advice and Support Kent (IASK): www.iask.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

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

Criminal and Sexual Exploitation

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

So-called Honour Based Abuse

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

- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

- Kent Prevent Education Officers: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk/

Online Safety

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

Mental Health

- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/
- Mind: www.mind.org.uk
- Moodspark:https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: https://mindedforfamilies.org.uk/