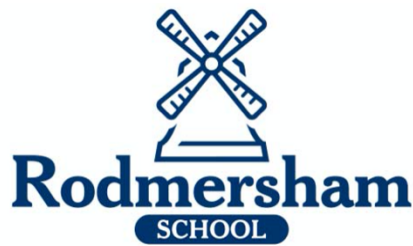


Child Protection Policy 2023-2024



based on Keeping Children Safe in Education DfE guidance September 2023

To be reviewed September 2024

Family

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Fairness

Key Contact Personnel in Rodmersham School

Designated Safeguarding Lead:
Nicola McMullon, Head Teacher

Deputy Designated Safeguarding Lead(s):
Emma Foord, Class Teacher
Justine Williams, FLO

Head Teacher:
Nicola McMullon

Named Safeguarding Governor:
Ali Saunders

Date written:
September 2023

This policy was ratified on:

January	February	March	April
May	June	July	August
September	October	November	December
2022	2023	2024	2025

This policy will be reviewed on:

January	February	March	April
May	June	July	August
September	October	November	December
2022	2023	2024	2025

Signed	Chair of Governors
Signed	Head Teacher

Contents

	Page
What to do if you have a welfare concern flowchart	
1. Child Focused Approach to Safeguarding	Error! Bookmark not defined.
2. Key Responsibilities	Error! Bookmark not defined.
3. Child Protection Procedures	9
4. Specific Safeguarding Issues	Error! Bookmark not defined.
5. Supporting Children Potentially at Greater Risk of Harm	22
6. Staff Engagement and Expectations	25
7. Safer Recruitment and Allegations Against Staff	27
8. Opportunities to Teach Safeguarding	30
9. Physical Safety	31
10. Local Contacts	32
Appendix 1: Categories of Abuse	Error! Bookmark not defined.
Appendix 2: Support Organisations	Error! Bookmark not defined.

Why are you concerned?

For example

- Something a child has said - e.g. allegation of harm
- Child's appearance - may include unexplained marks as well as dress
- Behaviour change
- Witnessed concerning behaviour

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

- Follow the school procedure
 - Reassure the child
 - Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL (**Nicky McMullon, Head Teacher**)

Safeguarding Lead: Nicky McMullon, Head Teacher

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

If you are unhappy with the response Staff:

- Follow local authority/safeguarding partnership escalation procedures
- Follow Rodmersham's whistleblowing procedures

Pupils or Parents:

- Follow school complaints procedures, a copy of which can be obtained at the office or on our website

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

Monitor

Be clear about:

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

Review and request further support (if necessary)

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1. Introduction

- Rodmersham School recognise 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 community members (staff, volunteers, governors, leaders, parents/carers, wider family networks, and pupils) have an important role to play in safeguarding children, and all have an essential role to play in making our community safe and secure.
- Rodmersham 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 working with children at Rodmersham School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child, and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy applies where there are child protection concerns regarding children who attend the school but may also apply to other children connected to the school, for example, siblings, younger members of staff (under 18s) or children on student/work placements.
- Rodmersham recognises the importance of providing an ethos and environment within the school that will help children feel safe. In our school, children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are considered when determining what safeguarding action to take and what services to provide.
- Rodmersham 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. Where appropriate, implement specific interventions for those who may be at risk of harm.
 - **Collaborating with parents 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 KCSIE 2023.

2 Policy context

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- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE), which requires individual schools and colleges to have an effective child protection policy.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
 - Keeping Children Safe in Education (KCSIE)
 - Working Together to Safeguard Children (WTSC)
 - Ofsted: Education Inspection Framework
 - Framework for the Assessment of Children in Need and their Families 2000
 - Kent and Medway Safeguarding Children Procedures
 - Early Years and Foundation Stage Framework (EYFS)
 - 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)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities, and further education institutions to decide how to safeguard and promote the welfare of all children who are pupils at a school or students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Rodmersham 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 child's welfare is paramount.
- Rodmersham School recognise that because of the COVID-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma, including bereavement and 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.

1.3 Definition of safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of children is defined for 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.

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- Child protection is part of safeguarding and promoting the welfare of all children. It is an activity undertaken to protect specific children suspected of suffering or likely to suffer significant harm. This includes damage 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 (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
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - 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 B within ‘Keeping Children Safe in Education’ 2022)

1.4 Related Safeguarding Policies

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

- Behaviour management linked to the use of physical intervention
- Online Safety: Social media and Mobile technology
- Anti-Bullying
- Data protection and Information Sharing
- Image use
- Relationship and Sex Education (RSHE)
- Personal and intimate care

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- Health and Safety
- Attendance
- Risk assessments (e.g. school trips, use of technology)
- First aid and accidents
- Managing allegations against staff
- Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
- Safer recruitment
- Whistleblowing

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1.5. Policy Compliance, Monitoring and Review

- Rodmersham School will review this policy at least annually (as a minimum) and update it as needed to keep it 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 procedures.
- All staff (including temporary staff and volunteers) will receive a copy of this policy and Annex A of KCSIE 2022 as appropriate. **This can be found in the office and on the website.**
- 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 (www.rodmersham.kent.sch.uk).
- The policy forms part of our school development plan and will be reviewed annually by the governing body responsible for overseeing safeguarding and child protection systems.
- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body committee will not receive details of individual learner situations or identify features of families as part of their oversight responsibility.

2 Key Responsibilities

2.1. Governance and leadership

- The governing body and leadership team are responsible for our safeguarding arrangements and will comply with their duties under legislation. The governing body will regard the KCSIE guidance and ensure our policies, procedures, and training are practical and always adhere to the law.
- The governing body will facilitate a whole-school approach to safeguarding that involves everyone. They will ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development so that all systems, methods, and policies operate in the child's best interests.
- The governing body is aware of its 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 policies and procedures are in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

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- The headteacher will ensure that all staff understand and follow the child protection and safeguarding policies and procedures adopted by the governing body.
- The governing body will ensure an appropriate senior member of staff from the school leadership team is appointed to the designated safeguarding lead role. The governing body and leadership team will also ensure that the DSL is supported in their role and provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and ensure that the school has an effective policy that 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.

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team, Nicky McMullon, HT as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSLs (Emma Foord, Year 1 teacher and Justine Williams, FLO) who will have delegated responsibilities and act in the DSL's absence.
- The DSL is responsible 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 DSL's activities 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 DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSL training will be updated formally every two years, but their knowledge and skills will be updated through various methods at regular intervals and at least annually.
- The DSL will keep the headteacher informed of any significant issues.
- The DSL (and deputies) will be provided with sufficient time so they can appropriately support staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling referrals to integrated social care and working with other agencies where appropriate.
- 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 how to respond to any safeguarding concerns.

It is the role of the DSL to carry out its functions as identified in Annex C of KCISE 2022. This includes but is not limited to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children

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- When supporting children with a social worker or looking 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)
- Liaise with other agencies and professionals in line with KCSIE 2022 and WTSC 2018
- Ensure that locally established procedures, including referrals, as put in place by the three safeguarding partners (KSCMP), are followed as necessary.
- Represent or ensure that Rodmersham is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for school staff to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to closures and out-of-hours and/or out-of-term activities.
- Responsible for online safety, including understanding the filtering and monitoring systems and processes.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding, and child protection issues that children, including children with a social worker, are experiencing or have experienced.
- Ensure adequate and appropriate DSL cover arrangements in response to closures, out-of-hours, and/or out-of-term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2022)
- Liaising with the headteacher to inform them of 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](#)).

2.3 Members of Staff

- Our staff play a vital role in safeguarding as they can observe any changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent problems from escalating.

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training, which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

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- Act in accordance with Teachers' Standards 2012, which state that teachers (including headteachers) should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

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Staff at Rodmersham 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 concerns about a child.

Staff at Rodmersham School will determine how best to build trusted relationships with children, young people, and parents/carers that facilitate appropriate professional communication in line with existing and relevant policies, such as our staff and pupil behaviour policies.

2.4. Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Confidently report abuse, know their concerns will be treated seriously, and know 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 to 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, and seek help and support from the school or other agencies.

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

3. Child Protection Procedures

3.1 Recognising indicators of abuse and neglect.

- Staff will maintain an attitude of 'it could happen here' when safeguarding is concerned. When concerned about a child's welfare, staff will always act in the child's best interests.
- All staff know the definitions and indicators of abuse 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 in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse (for more in-depth information, see Appendix 1):
 - Physical abuse
 - Sexual abuse

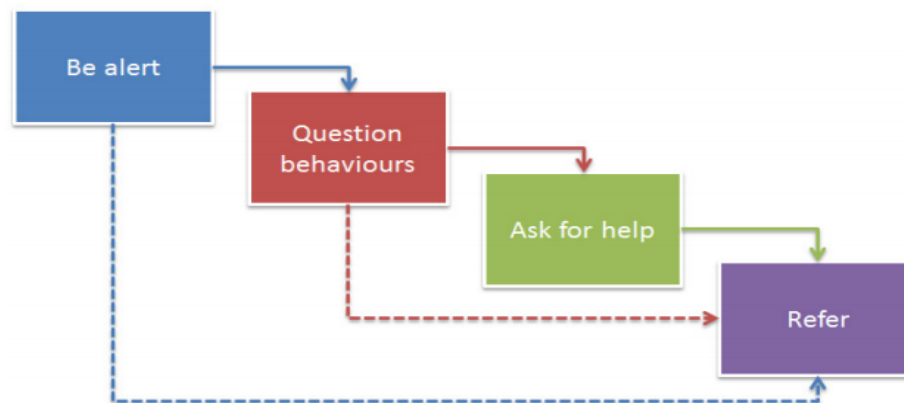
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- Emotional abuse
- Neglect

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- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the proper support and services for the child and their family.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



- Rodmersham School recognises that concerns may arise in many different contexts and can vary significantly in their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be expected for an older child. It is essential to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however, all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- Rodmersham School recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another. Therefore, staff will always be vigilant and raise concerns with a DSL.
- Parental behaviours can indicate child abuse or neglect so that staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the School/College. 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.
- Rodmersham School recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know

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(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.

- Rodmersham 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, children will be searched and screened, and items, including electronic devices, will be confiscated in accordance with the school's behaviour policy.
 - The DSL (or deputy) will be informed of any searching incidents with reasonable grounds to suspect a pupil had a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential broader safeguarding concerns.
 - Staff will involve the DSL (or deputy) immediately 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 the child, reflecting on the fears.
- Use the child's language.
- Be non-judgmental.
- Avoid leading questions; only prompt the child where necessary with open questions to clarify information, such as who, what, where, when, or Tell, Explain, Describe (TED).
- I do 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 concerns using the facts as the child presents them, in line with school record-keeping requirements.
- Inform the DSL (or deputy) as soon as possible.
- Staff are expected to act immediately if they have any concerns about a child's welfare. 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 a DSL is not available in exceptional circumstances, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from the Education Safeguarding Service, or consult with a social worker from the Front Door. In these circumstances, any action taken will be shared with a 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 when 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.
- Rodmersham School will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
 - The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk

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- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-children's-services
- Where it is identified a child may benefit from Early Help support (as provided by ICS), the DSL (or deputy) will generally lead as appropriate and request support via the Front Door.
 - The DSL will keep all Early Help cases under constant review and consider escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.
- All staff are made aware of the process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), a 'request for support' will be made immediately to Kent Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.
 - Rodmersham School recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance, which may involve multi-agency decision-making.
 - The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding on the next steps.
 - They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- If a request for support to the Front Door is necessary, parents/carers will be informed, and consent will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this unless there is a valid reason not to do so, for example, if doing so would put a child at risk of harm or would undermine a criminal investigation.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL 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 may request support with this via the Education Safeguarding Service.
- DSLs and staff will be mindful of the need for the school to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school where families are struggling will be overseen and reviewed by the DSL regularly to ensure activity does not obscure potential safeguarding concerns from the more comprehensive professional network. Where the school is unsure, advice will be sought from the Education Safeguarding Service.

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3.3 Recording concerns

- All safeguarding concerns, discussions, decisions, and reasons for those decisions will be recorded in writing on the school safeguarding concern system and passed immediately 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 notes of any action taken; decisions reached and outcomes.
- Incident/welfare concern forms are kept in a cloud-based service called **CPOMS**.
- Child protection records will be completed as soon as possible after the incident/event, using the child's words, and signed and dated by the staff member. They will record facts and not personal opinions. If visible injuries to a child have been observed, a body map will be completed.
- If there is an immediate safeguarding concern, the staff member will consult with a DSL before completing the form, as reporting urgent concerns takes priority.
- If staff members are unsure 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 problem was followed up and resolved, details of any action taken, decisions reached, and the outcome.
- Child protection records are kept confidential and stored securely. They are kept for individual children and maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school under confidential and separate cover as soon as possible: within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately from the child's main file, and a confirmation of receipt will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.
- Where the school receives child protection files from another setting, the DSL will ensure key staff, such as the Special Educational Needs Co-ordinators (SENCOs)/ named person with oversight for SEN, are made aware of relevant information as required.
- Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil and, if so, whether the files have been sent.

3. Multi-agency Working

- Rodmersham School recognises the pivotal role we must play in multi-agency safeguarding arrangements and is committed to working within the KSCMP multi-agency safeguarding arrangements identified in 'Working Together to Safeguard Children'.

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- The School leadership team, governing body, and DSL will work to establish strong and cooperative local relationships with professionals in other agencies, including the safeguarding partners, in accordance with local and national guidance.
- Rodmersham School recognises the importance of multi-agency working. It 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 to Kent Children's Social Work Service and, where appropriate, from a placing local authority to conduct, or to consider whether to perform, a section 17 or a section 47 assessment.
- The headteacher and 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.

3.5 Confidentiality and Information Sharing

- Rodmersham School recognises its duty and powers to hold, use, and share relevant information with appropriate agencies in matters relating to child protection as soon as possible, as per the statutory guidance outlined within KCSIE.
- Where reasonably possible, the school will hold multiple emergency contact numbers for each pupil. There is an expectation that emergency contact information will be held for both parents unless doing so would put a child at risk of harm.
- Rodmersham School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our school complies with all matters relating to confidentiality and information sharing requirements.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information to keep children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- KCSIE, the Information Commissioner's Office (ICO) and the DfE "Information sharing advice for safeguarding practitioners" guidance provides further details regarding information sharing principles and expectations. All of these policies can be found on the website or on the staff Teams.
- The headteacher and DSL will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.
- All staff must be aware that they have duties to keep information confidential in line with our confidentiality policy, which is located on Teams. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to

Family

risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and other agencies as appropriate.

- Regarding confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL (or a deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

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4. Complaints

- All school community members 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, Pupils, members of staff, and visitors who wish to report concerns or complaints. This can be found on the website and on Teams.
- Whilst we encourage community members to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they cannot 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 Rodmersham School will take all concerns reported to it seriously. All complaints will be considered and responded to in accordance 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.

4.1 Child-on-child abuse

- All members of staff at Rodmersham School recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.
- Rodmersham School recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse, which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party

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- Upskirting (which is a criminal offence) typically involves taking a picture under a person's clothing without their permission to view 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 2022 (in particular, parts two and five).
- Rodmersham 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 the 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.
- Rodmersham 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, staff must speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
- In order to minimise the risk of child-on-child abuse, Rodmersham School will:
 - **Implement a robust anti-bullying policy and produce a child-friendly version for them to access. We will work with the children through our carefully thought-out PSHE curriculum and keep parents informed. We will provide a talk time' counsellor for the children to access so that they feel they can share their worries with a professional.**
- Rodmersham 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.
- Concerns about pupils' behaviour, including child-on-child abuse, that takes place offsite will be responded to as part of a partnership approach with pupils and their parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, such as 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:
 - **Taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies, for example, the school anti-bullying, behaviour and child protection policy, and where necessary and appropriate, informing the police.**

4.2 Child-on-child sexual violence and sexual harassment

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- When responding to concerns relating to child-on-child sexual violence or harassment, Rodmersham School will follow the guidance outlined in Part Five of KCSIE 2022.
- Rodmersham School recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Rodmersham 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. It can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school will not be dismissed or downplayed and treated equally seriously and in line with relevant policies/procedures, as highlighted in the online policy.
- Rodmersham School recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained to pupils in a way that avoids alarming or distressing them.
- Rodmersham 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 confident 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) will likely 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 and explore how best to support and protect the victim, the alleged perpetrator and any other children involved/impacted, in line with part five of KCSIE 2022 and relevant local/national guidance and support, for example, KSCMP procedures and support from the Education Safeguarding Service.
 - The risk and needs assessment will be recorded and reviewed. It 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 occur per relevant local/national guidance and advice.
- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services (Early Help and/or Children's Social Work Service) and/or the police. 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.

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- 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 sexual.
 - 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 broader 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 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 how to proceed, advice will be sought from the Education Safeguarding Service.

4.3 Nude and/or semi-nude image sharing by children

- Rodmersham School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth-produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised:
 - to report any concerns to the DSL immediately.
 - never 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 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 per 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:

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- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the child's best interests. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents/carers will be informed early and involved in the process to support children best unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and actions will be recorded per our child protection procedures.
- A referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, the age of the child or they have special educational needs.
 - the image/videos involve sexual acts, and a child under the age of thirteen depicts 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 later.
- If DSLs are unsure how to proceed, advice will be sought from the [Education Safeguarding Service](#).

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

- Rodmersham 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 exploitation.
- Rodmersham 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 consistently 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).
- Rodmersham School recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example, through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited; for example, they may believe they are in a genuine romantic relationship.
- If staff are concerned that a child may be at risk of CSE or CCE, they should speak to the DSL or a deputy and take immediate action.

4.5 Serious violence

- All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from

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school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a substantial change in well-being, 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.

- 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 essential and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.6 Modern Slavery

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

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be addressed 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.
- 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 fm@fcdo.gov.uk
- While all staff will speak to the DSL (or deputy) if they have any concerns about FGM, teachers have a specific legal reporting duty.
 - 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 when they discover that FGM appears to have been carried out on a girl.
 - It will be rare for teachers to see visual evidence, and they should not examine pupils/students. 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 in the Mandatory Reporting of female genital mutilation procedural Information and FGM Mandatory R.
 - Unless the teacher has good reason not to, the teacher is expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Children's Services should be informed as appropriate.

4.8 Preventing radicalisation

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- Rodmersham 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.
- Rodmersham School recognises that children are vulnerable to extremist ideology and radicalisation, and staff will be alert to changes in children’s behaviour, which could indicate that they may need help or protection.
- Staff will report any concerns to the DSL (or a deputy), who knows the local procedures to follow. If there is an immediate threat, the police will be contacted via 999.

4.9 Cybercrime

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

4.10 Domestic abuse

Rodmersham School recognises that:

- domestic abuse can encompass a wide range of behaviours and maybe 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 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.

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- 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.
- 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 intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.
- Rodmersham is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse, and there are children in the household; the police are expected to inform schools before the child(ren) arrives the following day.
 - 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.
 - Operation Encompass does not replace statutory safeguarding procedures, and where appropriate, if there are any concerns about a child's welfare, a referral to the front door will be made.
 - Where the school is unsure of how to respond to a notification, advice will be sought from the Education Safeguarding Service or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

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 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.

5 Supporting Children Potentially at Greater Risk of Harm

- Rodmersham School is aware of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part one, DSLs, school leaders and staff who work directly with children will read Annex B of KCSIE 2023 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.

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- While all children should be protected, Rodmersham School acknowledges 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)

- Rodmersham School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Rodmersham 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 supported in communicating and ensuring their voices are heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse, such as behaviour, mood changes or injuries, and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying, including prejudice-based bullying.
- To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDco (Nicky McMullon) to plan support as required.
- Our school has a robust intimate/personal care policy, which ensures that children's health, safety, independence, and welfare are 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 policy: **Intimate Care**

5.2 Children requiring mental health support

- Rodmersham School has a vital role to play in supporting the mental health and well-being 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.
- Where there are concerns regarding possible mental health problems for pupils, staff should:
 - **Make the DSL aware or discuss concerns with the DDSL/FLO Mrs Justine Williams. Concerns should be completed on CPOMS.**
- Age/ability-appropriate education will be provided to our pupils to help promote positive health, well-being, and resilience.

5.3 Children who are absent from education

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

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- 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. It 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 Services and/or have a social worker (such as a child who is a child in need who has a child protection plan or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.
- Where possible, the school will hold more than one emergency contact number for each pupil, so we have additional options to contact a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern (see section 3.5).
- Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties (DfE: [Children missing education](#)) and local policies. Local support is available via the [PRU, Inclusion and Attendance Service \(PIAS\)](#).

5.4 Elective Home Education (EHE)

- Where a parent or carer expresses their intention to remove a child from school with a view to educating at home, we will respond in accordance with [national Elective Home Education guidance](#) and local [Kent guidance](#).
- We will work with parents/carers and other key professionals and organisations to ensure decisions are made in the child's best interest.

5.5 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 promotion of their welfare, such as responding to unauthorised absences and providing pastoral and/or academic support.

5.6 Looked after children, previously looked after children and care Leavers

- Rodmersham School recognises the common reason for children becoming looked after as a result of abuse and/or neglect, and a previously looked after child also potentially remains vulnerable.
- The school has appointed a '[designated teacher](#)' (Nicky McMullon, HeadTeacher) 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.
- The designated teacher will work with the DSL to ensure appropriate staff have the information they need about 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.

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- Where the school believes a child is being cared for as part of a private fostering arrangement (this occurs when a child under 16 or 18, if the child is disabled, is cared for and lives with an adult who is not a relative for 28 days or more), there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.
- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7 Children who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, Rodmersham School recognises that children who are LGBT or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others into the broader community.
- Rodmersham School recognises risks can be compounded when children who are LGBT lack a trusted adult with whom they can be open. LGBT 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 for children to speak out or share any concerns.

5.8 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, a person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction and promotion of learning activities with children.
- Where private fostering arrangements come to the attention of the school, we must notify Kent Integrated Children 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 children.

6 Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- All staff members have been provided with a copy of part one or annex A of 'Keeping Children Safe in Education' 2022, which covers safeguarding information for staff.
 - School leaders, including the DSL will read KCSIE in its entirety.
 - School leaders and all members of staff who work directly with children will read annex B.
 - All staff members have signed to confirm that they have read and understood the national guidance shared with them. A record of this will be kept on the SCR; staff will also complete **safeguarding training through the National College.**
- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the

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school's internal safeguarding processes, as part of their induction. **Online training through the National College will be completed.** This training is regularly updated and in line with the safeguarding partners' advice.

- All governors and trustees receive appropriate training in safeguarding and child protection (including online safety) at induction. This training equips them with the knowledge to provide strategic challenges to test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole-school approach to safeguarding. This training is regularly updated. Governors complete the National College **safeguarding training annually.**
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of various safeguarding issues. This training will be updated at least annually through annual training and **e-learning through the National College.**
- Online safety training for staff will be integrated, aligned, and considered part of the whole school safeguarding approach and wider staff training and curriculum planning. Training will be completed through **e-learning on the National College website.**
- In addition to specific child protection training, at least annually, all staff will receive regular safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively. **Annual training will take place via e-learning through the Education People and the National College; additional updates are given weekly in the staff meetings, and the child protection policy is shared with the school community.**
- Rodmersham School recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies. **Staff are actively encouraged to share their experiences at the staff meeting.**
- The DSL and headteacher will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

7.2 Safer Working Practice

- All staff members must work within our clear guidelines on safer working practices as outlined in the school behaviour policy.
- Our school/college takes steps as outlined in this and other relevant policies to ensure processes are in place for staff that promote continuous vigilance and maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our child protection policy and know the school expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).
- Staff will be informed of the school's behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will clearly

Family

understand the needs of all children. Any physical interventions and/or use of reasonable force will align with our agreed policy, procedures, and national guidance.

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

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7.3 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to follow if staff members have concerns about a child's safety or welfare.
- The school will ensure that staff members working within the foundation stage are provided with appropriate supervision per the Early Years Foundation Stage (EYFS) 2021 statutory requirements.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - The DSL, in their safeguarding role, supports all staff.
 - All members of staff have regular reviews of their practice to ensure they improve over time.
- Any staff member 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.

7 Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- Rodmersham School is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
 - Rodmersham School will follow relevant guidance in Keeping Children Safe in Education 2023 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
 - The governing body and leadership team ensure that the school follows safe recruitment processes outlined in the guidance.
 - The governing body will ensure that at least one person who conducts an interview has completed safer recruitment training.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- Rodmersham School is committed to supporting the Department for Education's statutory guidance on applying the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court orders, reprimands, and warnings.

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- Where the school places a pupil with an alternative provision provider, the school will continue to be responsible for safeguarding that child.
 - Rodmersham will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school/college would otherwise perform in respect of our own staff.
-
- Where the school organises work experience placements, we will follow the advice and guidance as identified in Part three of KCSIE 2022.

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

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE 2023) and local Kent allegations arrangements. In-depth information can be found within our 'Managing Allegations against Staff' and code of conduct policy, which can be found on Teams in the staff area.
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE) and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.
- Where headteachers are unsure how to respond, for example, if the school is uncertain if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding Service.
- In all cases where allegations against staff or low-level concerns are reported, once proceedings have been concluded, the headteachers (and if they have been involved, the LADO) will consider the facts and determine whether any lessons can be learned and improvements can be made.
- In the situation that the school receives an allegation relating to an incident that happened when an individual or organisation was using our premises to run 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.

8.2.1 Concerns that meet the 'harm threshold'

- Rodmersham 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 any capacity with children in a school or college. This includes when someone has:
 - behaved in a way that has harmed a child or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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- Allegations against staff who meet this threshold will be responded to and managed in line with part four of KCSIE. Claims that meet the harm threshold will be referred immediately to the headteacher, who will contact the [LADO](#) to agree further action regarding the child and staff member. In the event of allegations of abuse against the headteacher, staff are advised that allegations should be reported to the chair of governors, who will contact the LADO. **Note: In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO.**

8.2.2 Concerns that do not meet the 'harm threshold'

- Rodmersham School may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained in our staff code of conduct. This includes what a low-level concern is, the importance of sharing it, and the confidential procedure to follow when sharing it.
 - Rodmersham School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
 - A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
 - Low-level concerns may arise in several ways and from a number of sources, such as 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 should be shared confidentially in line with our low-level concerns policy/staff code of conduct to Nicky McMullon, Headteacher
 - Where low-level concerns are reported to the school, the headteacher will be informed of all low-level concerns and is the ultimate decision maker regarding the response to all low-level concerns.
 - The headteacher will share concerns and liaise with the LADO enquiries officer via the [LADO Enquiry Line](#).
 - Low-level concerns about supply staff and contractors will be shared with their employers to identify potential patterns of inappropriate behaviour.
 - If the school is in any doubt as to whether the information that has been shared about a member of staff as a low-level concern meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed to identify potential patterns of concerning, problematic or inappropriate behaviour.
 - Records will be kept confidential, held securely, and retained in compliance with the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and other relevant policies and procedures (for example, data retention policies).
 - Where a pattern is identified, the school will implement appropriate action, for example, consulting with [the LADO enquiry line](#) and following our disciplinary procedures.

8.3 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 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 that could be misinterpreted, might appear compromising to others, and/or, on reflection, believe they have behaved in 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 problems should be reported and recorded.
- All staff and volunteers should be able to raise concerns about poor or unsafe practices and potential failures in the school safeguarding regime. The leadership team at Rodmersham School will take all concerns or allegations received seriously.
- All staff are made aware of the school's Whistleblowing procedure. It is a disciplinary offence not to report concerns about a colleague's conduct that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they cannot 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.
- Rodmersham 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 a member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](#) and/or SPS (Cantium)

8 Opportunities to Teach Safeguarding

- Rodmersham School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will cover relevant issues through Relationships Education (primary schools) and Health Education (for all state-funded schools).
- We recognise that school play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe,' to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision-making so that pupils have a range of age-appropriate contacts and strategies to ensure their protection and that of others.
- Rodmersham 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

Family

pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

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- Rodmersham School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life, which are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage-development-appropriate.
- Rodmersham School recognise that a one-size-fits-all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children, might be needed, for example, children who are victims of abuse and children with SEND.
- Our school systems support children's talking 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.

9 Physical Safety

10.1 Use of 'reasonable force'

- There may be circumstances when staff should use reasonable force to safeguard children from harm. Our behaviour policy provides further information regarding our approach and expectations and is in line with the DfE's '[Use of reasonable force in schools](#)' guidance.

10.2 The use of premises by other organisations

- Where services or activities are provided separately by another body using the school facilities/premises, the headteacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use the premises will be refused.
- Any transfer of control agreement (such as a lease or hire agreement) will include safeguarding requirements as a condition of use and occupation of the premises. Failure to comply with these will result in termination of the agreement.

10.3 Site security

- All staff members are responsible for maintaining awareness of building and grounds security and reporting any concerns that may come to light.
- Appropriate checks regarding visitors and volunteers coming into school will be undertaken as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.
- Staff and visitors must adhere to any safety arrangements implemented in response to Covid-19 restrictions.

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- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. **Staff must challenge individuals on the school site who are unknown or identified.**
- 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.

11 . Local Support

- All staff members in Rodmersham School are made aware of the available local support.
 - **Education Safeguarding Service**
 - **Area Safeguarding Advisor**
 - Insert local details here: www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/
 - **Online Safety in the Education Safeguarding Service**
 - 03301 651500
 - onslinesafety@theeducationpeople.org (non-urgent issues only)
 - **LADO Service**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
 - **Integrated Children's Services/ Children's Social Work Services**
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
 - **Early Help**
 - Schools/colleges should insert relevant local links/networks which can be found at: www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-and-preventative-services and www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts
 - **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - Insert details for local support. For example, local PCSO, school officer.
 - **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - www.kscmp.org.uk
 - 03000 421126
 - **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

Appendix 1: Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing bodily 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 areas of the face, such as the cheeks
- Fingertip bruising to the front or back of the 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.

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- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Overreaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, and 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: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2022 in Annex A and C.

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

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

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

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
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

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

Domestic Abuse

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

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Honour Based Abuse

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

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

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

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com

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