

Child Protection Policy

Adisham Church of England Primary School

Reviewed September 2025



The Stour Academy Trust

The Board of Trustees reviews and approves this policy a minimum of once a year. It may, however, review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

Date agreed and ratified by The Board of Trustees: September 2025

Key Contact Personnel in School

If you are concerned about a child contact

Designated Safeguarding lead (DSL)
Trust Safeguarding Team (TST)

Ms S Metcalf Headteacher (DSL)

Miss J Murray (Deputy Designated Safeguarding Lead)

All staff should have access to this policy and sign to the effect that they have read and understood its content.

Through the miracle of Jesus feeding the 5000, we trust that sharing all we have, will provide for all through the power of God's love.

*This has been adapted to help the children understand our Christian vision: -
We work together and share the best of ourselves to help everyone around us flourish in every way to become life-long learners. Through the miracle of Jesus feeding the 5000, we trust that sharing all we have will provide for all through the power of God's love.*



Education Safeguarding Service Contacts

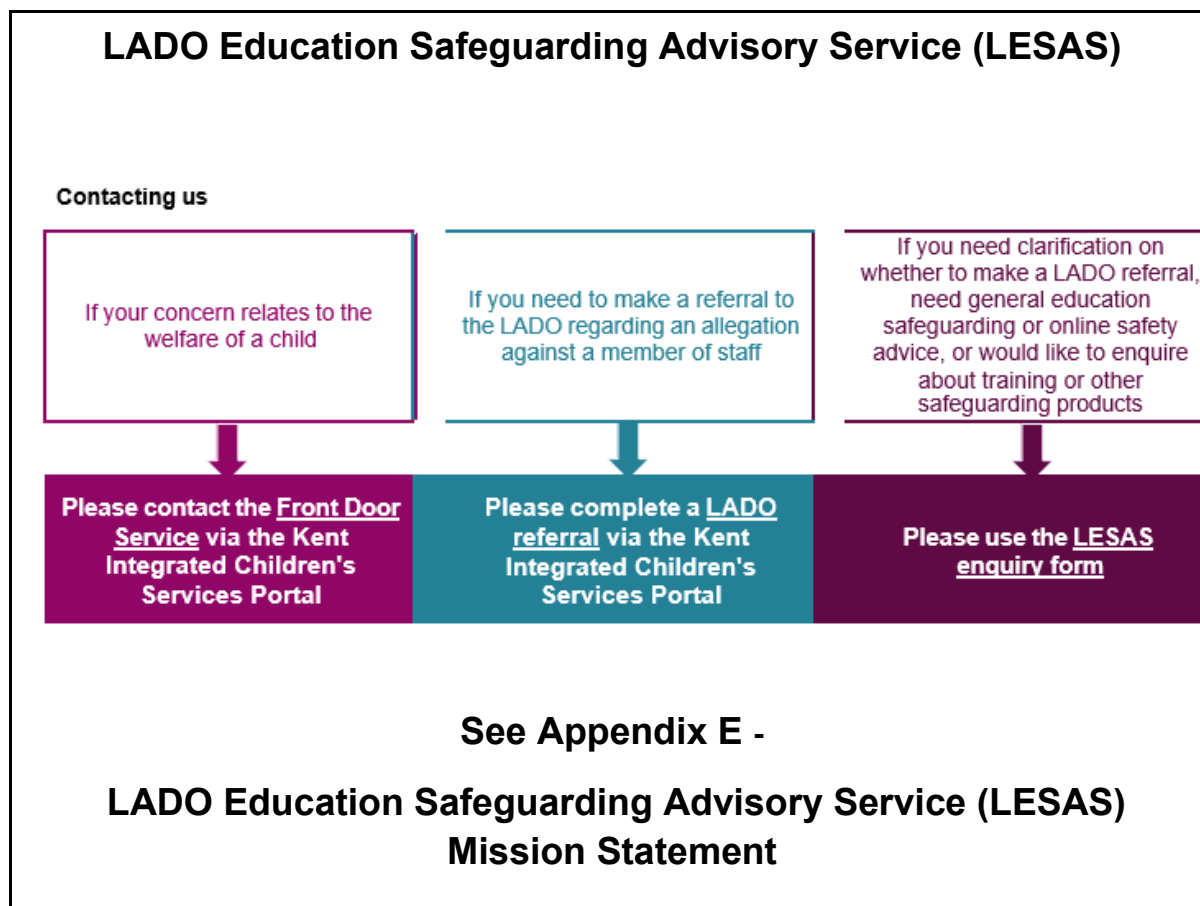
Head Office: Sessions House, County Hall, Maidstone, Kent ME14 1XQ	
Claire Ray Head of Service	03000 423169
Rebecca Avery Training & Development Manager	03000 423168
Robin Brivio Senior Safeguarding Advisor	03000 423169
Ashley Assiter (Monday/Tuesday/Wednesday) Online Safety	03000 423164
For advice on safeguarding issues please call your area office on the numbers listed below. If a child may be at risk of imminent harm, you should call the Integrated Front Door on 03000 411111 or the Police on 999	
Ashford	03000 423154
Canterbury	03000 423157
Dartford	03000 423149
Dover	03000 423154
Folkestone & Hythe	03000 423154
Gravesham	03000 423149
Maidstone	03000 423158
Sevenoaks	03000 423149

Swale	03000 423157
Thanet	03000 423157
Tonbridge & Malling	03000 423158
Tunbridge Wells	03000 423158

Other Key Kent Contacts

Integrated Front Door: 03000 411111 (outside office hours **03000 419191**)

Early Help Contacts (district teams) can be found on www.kelsi.org.uk



Prevent Education Officers	
North/West/ Medway - Sally Green	sally.green2@kent.gov.uk 03000 41343
South/East – Rachel Murray	Rachel.Murray@kent.gov.uk 03000 412431

INTRODUCTION

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:

- ❖ DfE guidance Keeping Children Safe in Education 2025 (KCSIE)
- ❖ Working Together to Safeguard Children 2023 (WTSC)
- ❖ Ofsted: Education Inspection Framework
- ❖ Kent Safeguarding Children Multi-Agency Partnership Arrangements (KSCMP)
- ❖ Early Years Foundation Stage (EYFS) Statutory Framework updated 14 July 2025 with effect from 1st September 2025 to safeguard and promote the welfare of all children in our care. Additional safeguarding and welfare requirements specific to Early Years provision in our school for children in Reception (age 4–5 years)
- ❖ The Education Act 2002
- ❖ Data Protection Act 2018 and the General Data Protection Regulation (UKGDPR).
- ❖ Information Sharing (2018)
- ❖ The School Staffing (England) Regulations (2009)
- ❖ Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- ❖ Framework for the Assessment of Children in Need and their Families (2000)
- ❖ Kent and Medway Online Safeguarding Children Procedures (2018)
- ❖ What to do if you are worried a child is being abused (2015)
- ❖ Kent and Medway thresholds and eligibility Criteria (2018)
- ❖ Safeguarding Record Keeping in Schools - KCC guidance (Sept 2018)
- ❖ Child-on-child sexual violence and sexual harassment available in Part 5 KCSIE September 2025.

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

DEFINITION OF SAFEGUARDING

“Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security.”

In line with ‘Working Together to Safeguard Children’ and KCSIE 2025, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- promoting the upbringing of children with their birth parents, or otherwise their family network, through a kinship care arrangement 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 in line with the outcomes set out in the Children's Social Care National Framework

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

All relevant policies will be reviewed on an annual basis by the Board of Trustees which has responsibility for oversight of school safeguarding and child protection systems. In addition, Reception provision is audited annually for compliance with EYFS 2025 safeguarding and welfare requirements. The Board of Trustees also receives safeguarding reports including EYFS-specific matters.

All relevant policies will be reviewed on an annual basis by the Board of Trustees which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (Headteacher) and The Trust Safeguarding Team will ensure regular reporting on safeguarding activity and systems in school to the Board of Trustees. The Board of Trustees will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

ETHOS

Our school is a community and all those directly connected (staff, Trustees, parents, families, and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments that will contribute to this process.

The school recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure, and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Our school may be the only stable, secure, and predictable element in their lives.

The school will endeavour to support the welfare and safety of all pupils through:

- maintaining children's welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might /can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral, and secure environment where pupils can develop a sense of being valued and heard in their own right
- ensuring all children are taught how to stay safe online through our comprehensive online safety and social networking policy

- a comprehensive anti-bullying policy where all concerns are taken seriously and investigated fully
- ensuring all steps are taken to maintain site security and pupil's physical safety
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies.

We work together and share the best of ourselves to help everyone around us flourish in every way to become life-long learners. Through the miracle of Jesus feeding the 5000, we trust that sharing all we have will provide for all through the power of God's love.

Our Christian vision drives us to be a school committed to excellence and wanting to ensure that all pupils, staff, families, and stakeholders are safeguarded and protected as a matter of priority. The message that Jesus gave in the 'Feeding of the Five Thousand' (Matthew 14: 13-21) reminds us that every member of our school community deserves to be listened to and respected in equal measure, with all concerns being taken seriously. Through the power of God's love, our staff work tirelessly to ensure that all children are protected to the utmost of our ability, and we know to seek the support and advice of specialists where necessary; sharing our skillsets to enable every child and member of our community to flourish.

RESPONSIBILITIES

The Stour Academy Trust is a multi-academy trust and within each school there is a Designated Safeguarding Lead who will provide support to staff members to carry out their safeguarding duties. The DSL is supported by Deputy Safeguarding Leads, with the Trust Safeguarding Team overseeing safeguarding statutory responsibilities. These members of staff are Rachael Howell, Claire Jobe, Stella Schâringer and Vicki Acors who form the Trust Safeguarding Team.

All staff have a responsibility to understand the role of the DSL/TST.

The Trust Safeguarding Team (TST) have overall responsibility for the strategic and statutory oversight and child protection systems in school. This includes:

- Acting as a consultant for staff to discuss concerns
- Providing a confidential recording system
- Ensuring that locally established procedures are followed and making referrals as necessary
- Ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Monitor the school's part in Early Help / Child in Need / Child Protection plans
- Overseeing training for all school staff

The overall responsibility for Child Protection lies with the Headteacher of the school.

The Board of Trustees and school leadership team, including the Trust Safeguarding Team (TST), will ensure that the DSL and their team are properly supported in their roles at a time and resource level. The welfare and safety of children however are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead (s) (DSL) straight away. All members of staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Trust Safeguarding Team, who will gather and share information with other professionals and complete an early help notification.

The DSL must inform the Trust Safeguarding Team of any action taken and additional support.

In order to protect confidentiality, safeguarding information about individual children is shared on a need-to-know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

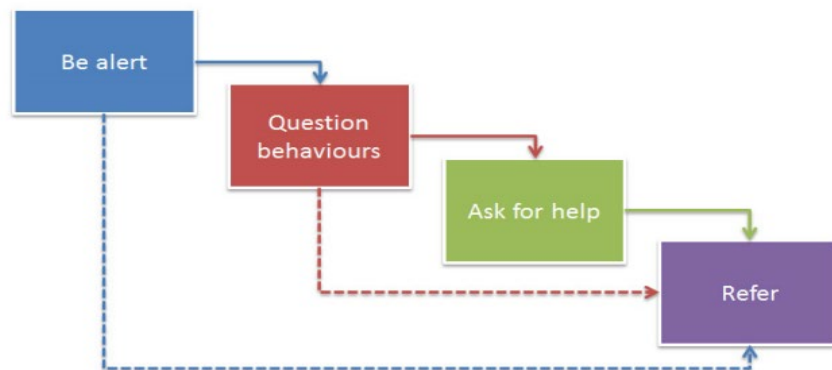
All school staff should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interest of the child.

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

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

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



['What to do if you are worried a child is being abused'](#) 2015

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

- listen carefully to child, reflecting back the concern.
- use the child's language.
- be non-judgmental.
- avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).

- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
- be clear about boundaries and how the report will be progressed.
- record the concern using the facts as the child presents them, in line with the schools' record keeping requirements.
- inform the DSL (or deputy), as soon as practically possible.

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

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, 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 a consultation with a social worker from the Front Door (Appendix B). In these circumstances, any action taken will be shared with a DSL as soon as is possible.

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

Adisham C of E Primary School will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).

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

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-childrens-services

Early Help is also reflected in *Working Together to Safeguard Children 2023* and *Keeping Children Safe in Education September 2025*.

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 make a request for support via the Front Door. The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the [LADO Education Safeguarding Advisory Service \(LESAS\) - KELS](#) 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.

- Adisham C of E Primary School recognise 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 [LADO Education Safeguarding Advisory Service \(LESAS\) - KELSI](#) before deciding next steps.
- They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for [Integrated Children's Services](#) (ICS).

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

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the [LADO Education Safeguarding Advisory Service \(LESAS\) - KELSI](#).

DSLs and staff will be mindful of the need for Adisham C of E Primary School to ensure any activity or support implemented to support children and/or families is recorded. Support provided by Adisham C of E Primary School where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network. Where Adisham C of E Primary School is unsure, advice will be sought from the [LADO Education Safeguarding Advisory Service \(LESAS\) - KELSI](#).

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

The academy adheres to the Kent Safeguarding Children Multi-Agency Partnership Safeguarding Children Procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website www.kscmp.org.uk

Additional guidance can be found on the Safeguarding board in the staffroom.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision a consultation with the Area Safeguarding Adviser for Education is undertaken (**Canterbury area office 03000 423157**). Advice may also be sought from Specialist Children's Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Parental consent must be obtained prior to making a referral or consultations with any professional agency.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision is made to refer to Specialist Children's Services or other services.

Such referrals might include referral to Specialist Children's Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the Early Help and preventative services process or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, Multi Agency Risk Assessment Conference (MARAC), etc.

Referrals to Specialist Children's Services will be made using Kent's inter-agency referral (IAR) form with reference to the Kent Inter-Agency Threshold Criteria for Children in Need (Appendix D). This can be found on the KSCMP website www.kscmp.org.uk

In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. All referrals are now made via the Central Duty Team unless it's already an open case.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from other members of the school's designated Child Protection team, or in their absence from the Education Safeguarding Team on **03000 423157** or Specialist Children's Services.

If a call is urgent i.e., a child is in immediate danger and for some reason a member of the Education Safeguarding Team is unavailable, the staff member should phone the Integrated Front Door on 03000 41 11 11. Outside office hours: 03000 41 91 91.

The role of the school in situations where there are child protection concerns is **NOT** to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe, and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team (number above) or the local Specialist Children's Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated Director for Safeguarding (Mr Simon O'Keefe). The Board of Trustees should utilise 'the experience and expertise of their staff when shaping safeguarding policies'. This allows staff to contribute to and shape the safeguarding arrangements and child protection policy. The nominated director will take the lead role in consultation with the Headteacher/SLT, in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Child Protection Policy and other related policies on request or can view via the Policies section of the school website. www.Adisham.kent.sch.uk

RECOGNITION AND CATEGORIES OF ABUSE

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

However, there are also specific safeguarding issues involving female genital mutilation (FGM), child sexual exploitation (CSE), child criminal exploitation (CCE) and preventing radicalisation and faith abuse, of which staff need to be aware. (See Appendix A) (NB There are other issues to listed in Keeping Children Safe in Education September 2025 at the end of section 1 in addition to these e.g., child on child abuse and sexual violence and sexual harassment between children).

The most up to date definitions for all these are found in Appendix A of this document.

Indicators and signs of abuse are listed in the leaflet “Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff” distributed to all staff. A copy of this leaflet can be found on the staff room notice board, and all staff members have been issued with this information within a Safeguarding/Child Protection information pack (also see – What to do if you’re worried a child is being abused March 2015).

Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class, or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training. This will include internal school responsibilities, child protection processes, how to recognise and respond to signs and symptoms of concern and abuse and safe working practice. Training is organised by the TST in line with government guidance, and all staff are updated annually at the beginning of the school year as well as during the academic year.

All staff will have read at least part one of ‘*Keeping Children Safe in Education.*’ DFE – September 2025, along with the school Child Protection Policy. A register should be signed to say this has occurred.

The nominated director should receive safeguarding training from a strategic perspective on a three-yearly basis, to be disseminated to the rest of the Board of Trustees.

The school leadership team will ensure the DSL and other members of the school’s designated Child Protection team attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

In addition to staff training for EYFS Reception Year, staff will receive Paediatric First Aid training with the school adhering to at least one Paediatric First Aider (PFA) always on site, including during mealtimes.

RECORD KEEPING *(See Guidelines for Safeguarding Record Keeping in Schools September 2018 – KCC The Education).*

Staff must record any welfare concern that they have about a child on the school's safeguarding information system – Cura or complete a pink safeguarding form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Pink forms are kept in the staffroom and in the main office.

Safeguarding records are kept separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared on a 'need to know' basis only.

The Headteacher will be kept informed of any significant issues by the rest of the school's designated Child Protection team.

Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools" – Staff MUST familiarise themselves with the responsibilities outlined in this document. (See Guidelines for Safeguarding Record Keeping in Schools November 2018).

All safeguarding records will be forwarded to a child's subsequent school under confidential and with a safeguarding file receipt to the new DSL or Headteacher.

ALLEGATIONS AGAINST MEMBERS OF STAFF, INCLUDING SUPPLY TEACHERS AND VOLUNTEERS

The school recognises that it is possible for staff, supply teachers and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. If the allegation is regarding the Headteacher, this is to be reported to the CEO/TST. If the allegation is regarding the CEO, this is to be reported to the Chair of the Board of Trustees – Simon O'Keefe.

All staff need to be aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

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

For specific guidance on how to respond to allegations against staff, please refer to the “Procedures for Managing Allegations Against Staff” which can be found at [Managing staff allegations - KELSI](#) Part 4 KCSIE September 2025.

In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the headteacher (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

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

The school has in place a Low-Level Concerns Policy containing a clear procedure for staff to confidentially share any concerns they may have about a member of staff, supply staff, volunteers, and contractors. The Headteacher should ultimately be informed of all low-level concerns and make the final decision. Should the concern relate to the Headteacher the Trust Safeguarding Team / CEO will take the lead.

ALLEGATIONS AGAINST PUPILS (CHILD ON CHILD ABUSE)

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol (usually older children)

Emotional Abuse

- blackmail or extortion
- threats and intimidation (prolonged period)

Sexual Abuse

- in older children, indecent exposure, or indecent touching
- serious sexual assaults (where the child is of an age to understand the nature of the assault)

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all, of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students.

On occasion, some pupils will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

Depending on the nature of the allegation and the age of the children, it may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan.

The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

SAFE CULTURE

As part of our approach to safeguarding, Adisham C of E Primary 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 policy are constantly lived, monitored, and reinforced by all staff (including supply teachers, volunteers, and contractors) and where all concerns are dealt with promptly and appropriately.

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

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in Adisham C of E Primary School safeguarding regime. The leadership team at Adisham C of E Primary School will take all concerns or allegations received seriously.

All members of staff are made aware of The Stour Academy Trust Whistleblowing procedure ([Whistle Blowing Policy](#)). It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

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

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

- If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO Education Safeguarding Advisory Service \(LESAS\) - KELS](#) and/or Adisham C of E Primary School.

WORKING WITH OTHER AGENCIES

The school recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns, and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise a crucial part of this may be in supporting the child while these take place.

The academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help teams around the family.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

CONFIDENTIALITY AND INFORMATION SHARING

Adisham C of E Primary School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2025.

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

Adisham C of E Primary School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. This named person is Rachael Howell (CEO).

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

- KCSIE 2025, 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.

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis. (See Guidelines for Safeguarding Record Keeping in Schools 2018).

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Adisham C of E Primary School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children 2023'.

The school leadership team, the board of Trustees and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.

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

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

The headteacher and DSLs are aware of the requirement for children to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by

police officers and will respond to concerns in line with our behaviour policy, which is informed by the DfE [‘Searching, screening and confiscation at school’](#) guidance.

CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

In addition, reception children (age 4-5) remain within the EYFS but are part of statutory school-age provision. Safeguarding reflects their increasing independence and transition into formal education:

- **Staff Ratios:** Reception classes are led by a qualified teacher, with teaching assistants deployed as needed. Ratios comply with EYFS 2025 requirements.
- **Curriculum & Safety:** Safeguarding themes are embedded in the Reception curriculum (healthy eating, road safety, online safety, respecting privacy).
- **Attendance:** Reception is statutory; absence procedures follow whole-school attendance policy. Safeguarding checks are made promptly for unexplained absence.
- **Independence:** Children are encouraged to manage self-care (toileting, dressing, eating) but staff provide supervision and support when needed.
- **Transitions:** Reception staff receive safeguarding and welfare information from Nursery or previous settings. Safeguarding records are securely transferred to Year 1 at the end of the Reception year.
- **Behaviour & Wellbeing:** Reception staff support children in learning positive behaviour and self-regulation in line with the Early Years Positive Interaction and Relationships Policy. Concerns about emotional well-being are shared with DSL/SENDCo.
-

Furthermore, partnership with all our parents is essential and in particular in EYFS: -

- Staff share daily welfare information with parents (e.g. nappy changes, accidents, food intake, well-being).
- Parents are supported in managing routines such as toilet training, feeding, and behaviour, with safeguarding concerns escalated to DSL where appropriate.

Voice of the Child Systems have been established to support the empowerment of children to talk to a range of staff. Children at our academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day-to-day classroom interaction and support include: our school council, buddies for vulnerable children, feedback questionnaires from targeted groups of children, and dedicated whole-school anti-bullying and wellbeing focus within the school year.

SUPPORTING CHILDREN POTENTIALLY AT GREATER RISK OF HARM

Whilst **all** children should be protected, Adisham C of E Primary School acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups:

Safeguarding children with Special Educational Needs or Disabilities (SEND)

Adisham C of E Primary School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect and exploitation.

Adisham C of E Primary 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 to communicate and ensure that their voice is heard and acted upon.

All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be 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 (Ms Metcalf) to plan support as required.

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service councilfordisabledchildren.org.uk and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

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

Children requiring mental health support

Adisham C of E Primary School has a Mental Health Leads Teams.

Adisham C of E Primary School has an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

- Discuss the pupil immediately with a DSLs/Member of the Mental Health Leads Team.
- All information is to be recorded on Cura Schools Safeguarding Systems
- DSLs/Member of the Mental Health Leads Team will review and make the appropriate referrals whilst working in partnership with the pupil's parents/guardian.

Age/ability appropriate education will be provided to our pupils to help promote positive health, wellbeing, and resilience through the PSHE and RSHE curriculum.

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.

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

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

Elective Home Education (EHE)

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

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

Children who need a social worker (child in need and child protection plans)

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

Looked after children, previously looked after children and care leavers

Adisham C of E Primary School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

The school has appointed a 'designated teacher' (Ms S Metcalf, SENDCo) 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 in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

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

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

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

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

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, Adisham C of E Primary 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 within the wider community.

Adisham C of E Primary School recognises risks can be compounded where 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.

Children who are privately fostered

[Private fostering](#) occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. 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's Services in line with the local [KSCMP arrangements](#) in order to allow the local authority to check the arrangement is suitable and safe for the child.

ONLINE SAFETY

It is recognised that technology and the risks and harms related to it evolve and change rapidly presenting particular challenges and risks to children both inside and outside of school. The school will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's online safety and social networking policy which can be found on the school website: www.Adisham.kent.sch.uk

The headteacher will be informed of any online safety concerns, as appropriate. The named director for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the board of Trustees.

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

SUPERVISION AND SUPPORT

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

In addition, EYFS staff will also receive regular supervision focusing on safeguarding, practice, and well-being as part of the EYFS Framework.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach KCC's Support Line directly (01622 526910 or email supportline@kent.gov.uk).

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Significant interventions should be recorded, signed, and dated as soon as possible after the incident by the staff involved. Staff should be aware of the school's Behaviour Policy and DfE guidance [Use of reasonable force and other restrictive interventions guidance](#).

Full advice and guidance can be found in Guidance for Safer Working Practice for those who working with Children and Young People (2022) which can be found at the Kelsi website www.kelsi.org.uk

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the school's online safety policy. (Also see Acceptable Use Policy, safety advice on Kelsi, Teachers Standards 2012).

COMPLAINTS

All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, pupils and members of staff and visitors who wish to report concerns or complaints. This can be found within the Complaints Policy in the policies section of the school website: www.adisham.kent.sch.uk.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations Against Staff.

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

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

SAFER RECRUITMENT

Adisham C of E Primary School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

The Board of Trustees will ensure that the Headteacher and other staff or Trustees deemed appropriate complete accredited Safer Recruitment Training in line with government requirements.

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

The school maintains an accurate Single Central Record (SCR) in line with statutory guidance. Adisham C of E Primary School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

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

With reference to safer recruitment for EYFS staff, trainees/apprentices may be counted in ratios only if they meet EYFS 2025 requirements and are assessed as competent.

Where the school places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will need to satisfy ourselves that the provider can meet the needs of the pupil.

Adisham C of E Primary School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff.

PHYSICAL SAFETY

Use of 'reasonable force'

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our behaviour policy and is in line with the DfE [Use of reasonable force and other restrictive interventions guidance](#)

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Headteacher and Board of Trustees will seek assurance that the organisation concerned, has appropriate policies and procedures in place with regards to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. The academy will minimise the risks of radicalisation and extremism during its checks against those wishing to use the facilities. If assurance is not achieved, an application to use premises may be refused. See the Lettings Policy www.stouracademytrust.org.uk for more details.

SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. In addition, safe use of phones/cameras: no personal devices used where children are present.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Any refusal to leave, or any return when banned, is a criminal offence under the Education Act 1996.

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.

Signed: _____ Chair of Board of Trustees

Date: _____

Signed: _____ Headteacher

Date: _____

APPENDIX A - Types of Abuse and Specific Safeguarding Issues

From Keeping children safe in education: Information for all school and college Staff (2025).

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic violence, including where they see, hear or experience its effects. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents 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 caregivers); 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

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplained and/or persistent absence from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Further advice / guidance and training available from KSCMP they have free live and online courses covering some of the issues check www.kscmp.org.uk

The academy recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, attitude, and any special educational needs they may have. The academy is aware that a child going missing from education is a potential indicator of abuse or neglect. The academy has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the school's policy and procedures regarding attendance.

Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money, or new possessions
- associate with other children involved in exploitation • suffer from changes in emotional wellbeing.
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child Sexual Exploitation: Guide for Practitioners](#)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g., knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](#)

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched a [Get help with child arrangements - GOV.UK \(justice.gov.uk\)](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly, and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse, or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing from education procedures

Children with family members in prison

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where 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.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices - National Crime Agency](#), NPCC [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent 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. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

Definition of domestic violence and abuse: guide for local areas

To help local areas consider the extension to the definition of domestic violence and abuse may impact on their services, the Home Office, in partnership with Against Violence and Abuse (AVA) has produced [a guide for local areas](#).

Domestic abuse and young people

The changes to the definition of domestic violence raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse. By including this age

group, the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

Fabricated or induced illness There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history.
- **Fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- Deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs.
- interfering with treatments by overdosing with medication, not administering them, or interfering with medical equipment such as infusion lines.
- Claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems.
- exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous.
- obtaining specialist treatments or equipment for children who do not require them.
- Alleging psychological illness in a child.

Operation Encompass

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effect
www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/
- Refuge what is domestic violence/effects of domestic violence on children
www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/
- Safelives: young people and domestic abuse
www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse
- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support
- Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children) www.operationencompass.org/

Harmful Online Challenges and Online Hoaxes

The Department for Education (DfE), in collaboration with partners in the UK Council for Internet Safety Education subgroup and the Samaritans, has developed advice for schools and colleges to support their approach to harmful online challenges and online hoaxes. Guidance can be found at: <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

Children and young people should be free to enjoy the internet safely. The online environment we create, how our school plans and responds to harmful online challenges and online hoaxes, and how our school teaches about online safety, are important.

A hoax is a deliberate lie designed to seem truthful, and online challenges generally involve users recording themselves taking a challenge, and then distributing the video through social media channels, inspiring or daring others to repeat the challenge.

Further support:

- [online safety alerts: think before you scare](#) provides information on why sharing warnings can be counterproductive
- [the 'digital ghost stories' report](#) looks at the impact and risks of hoaxes
- [UK Safer Internet Centre](#) provides advice for school on responding to online challenges
- [Samaritans](#) shares information about challenges relating to suicide and self-harm research into online suicide challenges.

Homelessness

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

- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.
- In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

Child on Child Abuse

Children can abuse other children (Previously referred to as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as 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-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 135 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹³⁷ Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence:
 - o sharing of unwanted explicit content.
 - o upskirting (is a criminal offence)
 - o sexualised online bullying
 - o unwanted sexual comments and messages, including, on social media
 - o sexual exploitation; coercion and threats.

Upskirting

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Part One of KCSIE September 2025. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy)

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. [Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](#)

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence. Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here [£35.5m to support young people at risk of involvement in serious violence - GOV.UK \(www.gov.uk\)](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined-up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health, and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency 34 structures,

such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools - GOV.UK](#) guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See - [Better Health Every Mind Matters | Campaigns | Campaign Resource Centre](#)

Modern Slavery and the National Referral Mechanism

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 Modern Slavery Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or

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

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern [Managing risk of radicalisation in your education setting - GOV.UK](#)

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) [Making a referral to Prevent - GOV.UK](#)

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](#)

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK \(www.gov.uk\)](#)

Additional Support

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the **Prevent for FE and Training**. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed, and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)).

Key Messages: child abuse linked to faith or belief

Child abuse is never acceptable wherever it occurs and whatever form it takes. Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities, and faiths.

- **Child abuse is condemned by people of all cultures, communities, and faiths, and is never acceptable under any circumstances.** Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs, it causes great distress and suffering to the child.
- **Everyone working or in contact with children has a responsibility to recognise and know how to act on evidence, concerns, and signs** that a child's health, development, and safety is being or may be threatened, especially when they suffer or are likely to suffer significant harm.
- **Standard child safeguarding procedures apply and must always be followed** in all cases where abuse or neglect is suspected including those that may be related to particular belief systems.
- **The number of cases of child abuse linked to a belief in spirits, possession and witchcraft is small**, but where it occurs the impact on the child is great, causing much distress and suffering to the child. It is likely that a proportion of this type of abuse remains unreported.

Research commissioned by the DfE in 2006 reviewed child abuse cases that had occurred between 2000 and 2005 to identify any cases where the abuse was linked to accusations of possession or witchcraft. 38 cases involving 47 children were found to be relevant and sufficiently well documented. The children came from a variety of backgrounds including African, South Asian, and European.

Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure. Whilst specific beliefs, practices, terms, or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic violence, substance abuse

and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: **Mandatory reporting of female genital mutilation procedural information.**

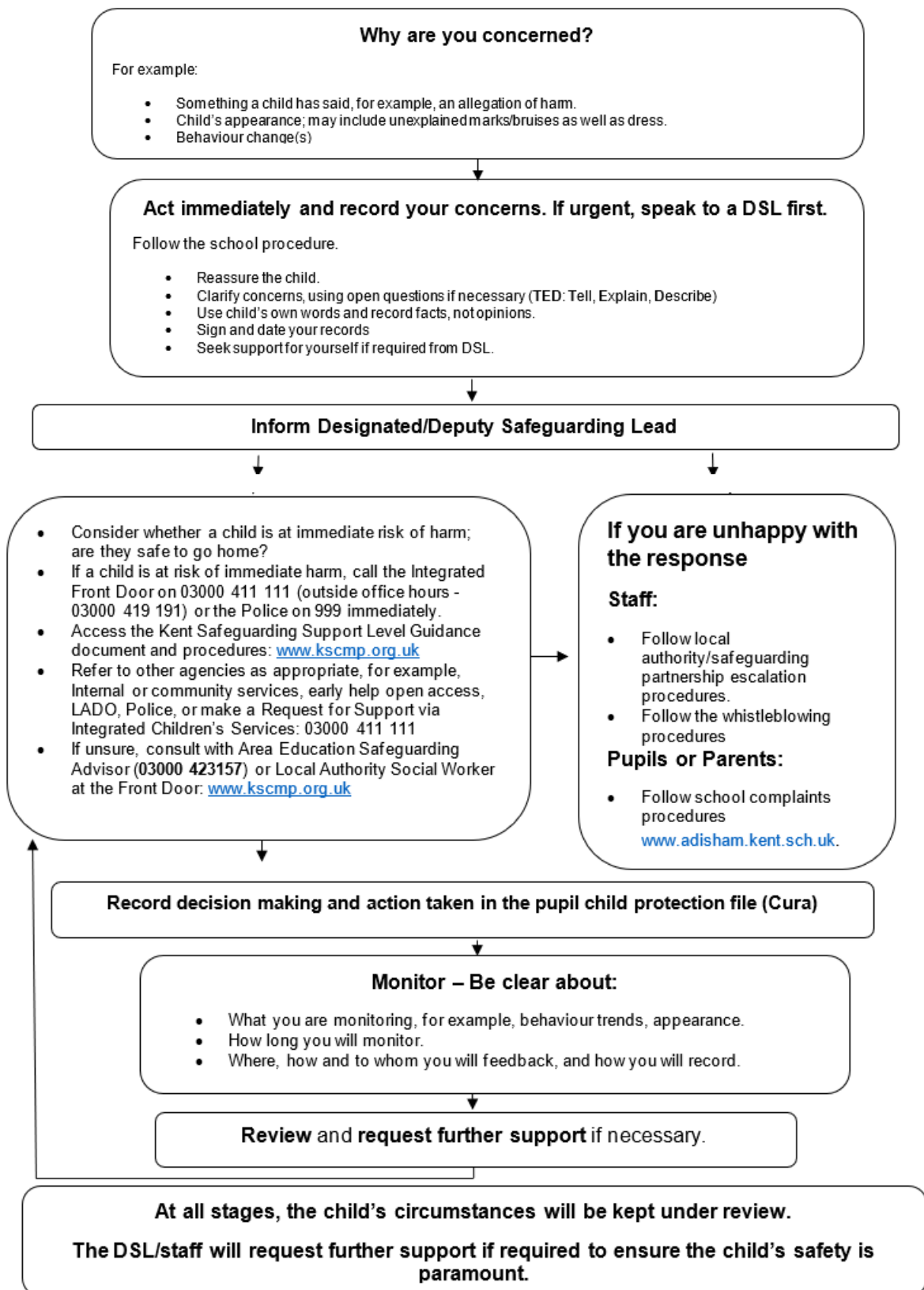
Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve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

Forced Marriage

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

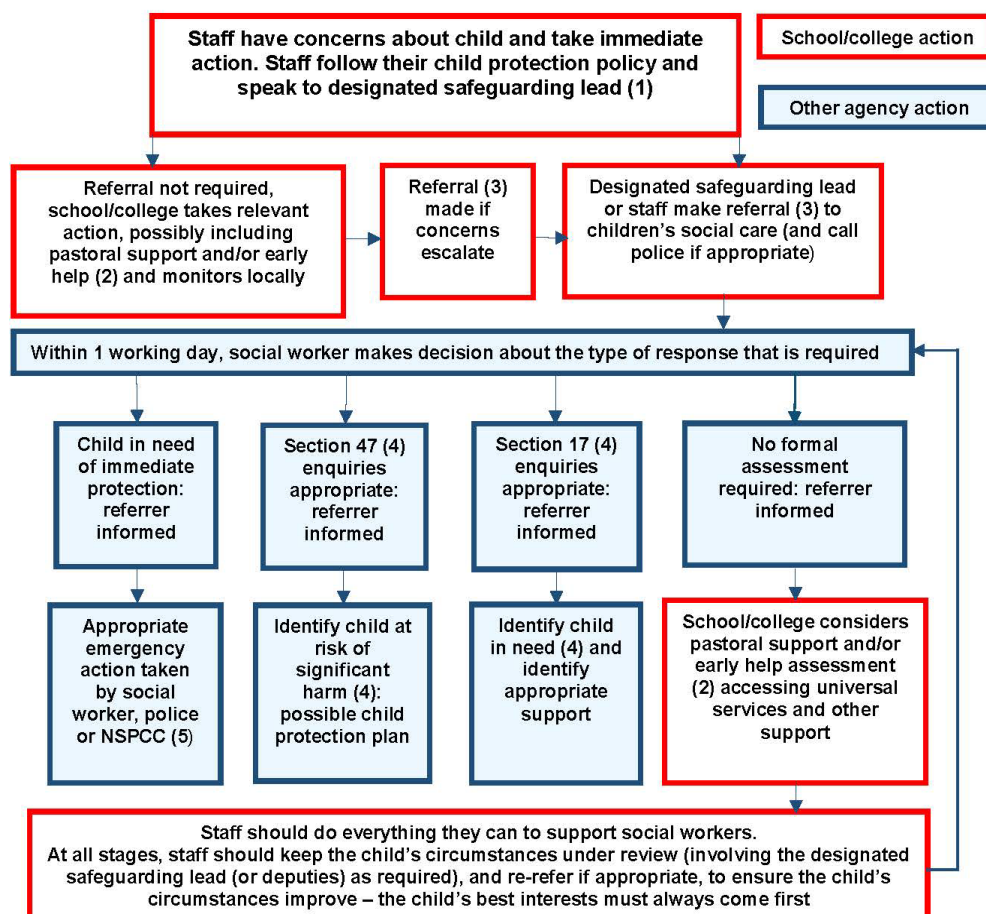
The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Appendix B What to do if you have a welfare concern at Adisham C of E Primary School



Appendix C

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix D



1

KENT SUPPORT LEVELS GUIDANCE SHEET

This form is designed as a quick reference guide and should be used in conjunction with the online Kent Support Level Guidance www.kscb.org.uk

The following examples and key features are for guidance only, these should always be considered in respect of the impact they are having on the child or young person

KENT SUPPORT LEVELS GUIDANCE SHEET			
UNIVERSAL SUPPORT LEVEL 1	ADDITIONAL SUPPORT LEVEL 2	INTENSIVE SUPPORT LEVEL 3	SPECIALIST SUPPORT LEVEL 4
Children and Young People - Physically healthy with development checks up to date - Has an adequate and nutritious diet, regular dental and optical checks - Attendance at school/college/training above 90% - No concerns about home/school link - Able to discriminate between 'safe' and 'unsafe' - Has a good understanding of right and wrong - No concerns about child's mental health - No barriers to learning and no concerns about child's cognitive development - No concerns about child's behaviours - Child has a positive sense of self with no concerns about forming relationships - No concerns about attitude to drugs or alcohol - No concerns about child's use of technology	Children and Young People - Occasional absence/truancy from school - Potential of becoming NEET - Missing or absence from home - Young person presents with low level indicators from the Child Sexual Exploitation Tool Kit - Use of fixed term exclusions - Poor attachments - Child is a young carer - Child is teenage parent - Concerns about reaching developmental milestones - Language / communication difficulties - Has a diagnosed disability or sensory impairment - Child is associating with peers who are involved in crime or anti-social behaviours - Low level drug/alcohol use impacting negatively - Low level mental health or emotional issues or self harm - Child expressing thoughts of 'running away' - Disruptive/challenging behavioural difficulties - Low level offending/anti-social behaviours – at risk of entering Youth Justice System - Some evidence of risky use of technology/on-line safety concerns	Children and Young People - Persistent unauthorised absence from school / NEET - At risk or has been permanently excluded from school - Regularly missing from home or school with no explanation - Significant disabilities - Serious delay in achieving milestones raising significant concerns - Teenage pregnancy - Risky sexual behaviours - At risk from Radicalisation through technology or inappropriate relationships - Young person presents with medium level indicators from the Child Sexual Exploitation Tool Kit - Domestic abuse, drugs and alcohol issues - Child subject of a Court Ordered Report under s7 or s37 being completed by children's social care - Children placed under an Education Supervision Order under Section 36 of the Children Act - Significant dental decay that has not been treated - Potential of becoming involved in gangs - Homeless child in need, including 16-17 years old - Young Carer whose caring duties are affecting outcomes	Children and Young People - Non-organic failure to thrive - Sexually inappropriate behaviour - Sexually aggressive behaviour - Teenage parent/pregnancy under age of 13 years old - Sexually transmitted infection in a child under 13 years old - Physical / Sexual abuse including child sexual assault - Frequently missing from home - Offending and in the Youth Justice System - Relationship breakdown/homelessness - Persistent social exclusion - Child/Young person presenting with several indicators from all categories with one or more high-risk indicators from the Child Sexual Exploitation Tool Kit - Child at immediate risk of significant harm arising from radicalisation, travel to conflict zones, or involvement in terrorist activity - Gang member or involvement in drug crime - Child beyond parental control and placing self at risk of significant harm - Caring for severely or profoundly disabled child has a significant impact on parent/carer's ability to meet the child's needs
Parents and Carers - Parents/carers can meet their child's needs including taking them to school, dentist, opticians or hospital appointments. - Parents/carers provide their children with guidance and boundaries to support child's development - Parents/Carers provide secure/caring parenting - Parents/Carers able to manage child/Young persons behaviours	Parents and Carers - Families affected by poverty affecting their access to appropriate services/affecting the child's development - Parents/carers struggle to meet child's needs, or they place their own needs above the needs of the child - Parent/Carers health including physical/mental/learning disability or substance misuse, impacts negatively on the child's health or development - Parents/carers struggle to manage child's behaviours - Poor engagement with Universal Services likely to impact on child's health or development - Poor supervision provided by parents/carers - Parents/carers require support to understand child's disability or sensory impairment and strategies to manage	Parents and Carers - Parent/carer refusing medical care endangering life / development - Child left in care of adult known or suspected to be a risk to children or lives in the same house as the child - Child is left home alone without adequate supervision or support - Parents unable to restrict access to home by adults known to be a risk to children and other adults - Parents own needs mean they cannot keep their child/young person safe - Pre birth assessment indicates unborn child is at risk of significant harm - Parents have or may have abused or neglected the child/young person that present a risk of significant harm to the child. - Parent/carer has mental health issues, including self-harming behaviour, risk of significant harm to the child - Previous child/young person has been removed from parents' care - Deliberate cruelty or emotional ill-treatment of a child resulting in significant harm - Concern that a child is suffering or likely to suffer harm as a result of fabricated or induced illness	Parents and Carers - Parent/carer refusing medical care endangering life / development - Child left in care of adult known or suspected to be a risk to children or lives in the same house as the child - Child is left home alone without adequate supervision or support - Parents unable to restrict access to home by adults known to be a risk to children and other adults - Parents own needs mean they cannot keep their child/young person safe - Pre birth assessment indicates unborn child is at risk of significant harm - Parents have or may have abused or neglected the child/young person that present a risk of significant harm to the child. - Parent/carer has mental health issues, including self-harming behaviour, risk of significant harm to the child - Previous child/young person has been removed from parents' care - Deliberate cruelty or emotional ill-treatment of a child resulting in significant harm - Concern that a child is suffering or likely to suffer harm as a result of fabricated or induced illness
Family and Environment - Stable and affectionate relationships with care givers - To live in adequate housing and in a safe and secure environment - To have good core relationships with siblings - To have positive relationship with peers - To have a positive sense of self and abilities - Child/Young person demonstrates age or developmentally appropriate responses in feelings and actions - Child has good quality early attachments - Child/Young Person is able to understand right from wrong and acting appropriately	Family and Environment - Low level Domestic Abuse present in the family home - Low level drug and/or alcohol misuse - Low level offending/anti-social behaviours – Parents/carers at risk of entering the Criminal Justice System - Low level/emerging neglect - Parent was a Child in Care - Child is affected by difficult family relationships - Housing in poor state of repair impacting on child's health or development or serious level of overcrowding	Family and Environment - Neglect issues significantly impacting on the child - Risk of family breakdown leading to child becoming looked after outside family network - Child exposed to contact with people who pose a risk to physical or sexual harm to children - Risk of family breakdown leading to child becoming looked after outside family network - Family at risk of eviction despite support from EH and/or Housing	Family and Environment - Abandonment or severe Neglect - Emotional Abuse including significant harm due to Domestic Abuse (DA) - Child Sexual Exploitation (CSE) - Human Trafficking - Female Genital Mutilation (FGM) - Forced Marriage or Honour Based Violence - Significant concern about Radicalisation

UNIVERSAL SUPPORT LEVEL 1

Universal services are provided to or are routinely available to all children and families. These services are accessed in the local community and delivered by partners including schools, GPs, hospitals, community health services, children's centres, youth hubs, police, fire service and voluntary and community groups

If you require support for a child or family at this Support Level, here are some questions to ask yourself:

What support is needed and where can I get this? The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency.

Are the family requesting support?

Yes—discuss support required and gain consent

What support is needed and where can I get this? The first step is to discuss any concerns with the family and agree what action is needed. This may be that your service is able to provide some extra support or it may be that you can signpost the family to another agency

Have I tried all my resources?

All your inhouse resources should be tried before considering involving another agency.

What other services can I contact locally for support, have I tried all these?

Please check online for other services in your local area.

What do I do next?

This will depend upon the support required. Firstly speak to the family about which professionals or services are already involved with the children/family; consider other Universal Services e.g. GP or Health visitor, Nursery, Education/school, Church, Local Charity or Voluntary or Community group.

ADDITIONAL SUPPORT LEVEL 2

Children and families with additional needs who require extra help to improve education, parenting, behaviour or to meet specific health needs. These needs can be met by universal services working together or with the addition of some targeted services

If you require support for a child or family at this Support Level, here are some questions to ask yourself:

What support is needed and where can I get this? The first step is to discuss any concerns with the family and agree what action is needed and where the family would like to receive support from. Signpost the family or contact the service direct

Ensure you have 'agreement to engage' before taking any action.

Have I tried all my agency resources?

All your inhouse resources should be tried before considering involving another agency.

What other services can I contact locally for support, have I tried all these?

Please check online for other services in your local area via KSCB website, Headstart Resilience Hub, SEND local offer or by contacting your local networks

What do I do next?

This will depend upon the type of support required. Firstly speak to the family about whom or which services are already involved with the children/family.

With agreement other options available may include:

- Contact the child's school
- Contact a local Group or Charity
- Contact your local Borough Council
- Contact the School Health Team
- Contact your local Youth Hub
- Contact your local Children's Centre

INTENSIVE SUPPORT LEVEL 3

Intensive support can be offered to children and families where they have complex or multiple needs requiring local authority services to work together with universal services to assess, plan and work with the family to bring about positive change. Includes Intensive Family Support Early Help and/or Child in Need services

Does my concern meet this Support Level?

Unsure—discuss your concerns with your agency Designated Safeguarding Lead.

Yes—see below

Do I have the agreement to engage?

Yes—complete the Request for Support Form

No—It is important that you share your concerns with the family and gain their agreement to complete the Request for Support form.

Unsure—Please speak with family about your concerns and the support required and gain their 'agreement to engage' before completing the Request for Support form.

Has any previous support helped?

It is helpful to know what has worked well previously to identify the right support for the family. Please include this in the information you provide.

Do you need advice?

Please speak with your agency Designated Safeguarding Lead in the first instance.

What do I do next?

Agreement from the family to engage is required especially if Early Help is likely to be the most appropriate support for the family. If you have not discussed your concerns with the family please do so before completing the Request for Support Form.

If you have 'agreement to engage' then

Complete a Request for Support form

www.kscb.org.uk/supportlevels

SPECIALIST SUPPORT LEVEL 4

Children who are considered to have been harmed or are likely to suffer significant harm as a result of abuse or neglect/ removal from home/or will suffer serious lasting impairment without the intervention of local authority statutory services under high level concern Child in Need (CIN) or high-risk Child Protection (CP) Services and Specialist Youth Justice work.

Children whose disability affects all aspects of development.

Does my concern meet this Support Level?

Is this an immediate safeguarding concern?

Yes—If there are concerns that a child may be suffering significant harm, the Request for Support form should be completed and immediately submitted to the Front Door. The Form can be located at www.kscb.org.uk/supportlevels

Unsure—discuss your concerns with your agency Designated Safeguarding Lead.

No—discuss your concerns with the family and gain their agreement to engage with services—see below

Do I have consent/agreement to engage?

The family's 'Agreement to Engage' is required before you complete the Request for Support form unless there is immediate risk, or if it places a child at risk of significant harm. A completed copy of the form should be shared with the family. You should therefore have discussed your concerns with the family and explored with them what the most appropriate support may be for them. The family should be aware that the form will be used to determine the most appropriate support available. If the family refuse 'Agreement to Engage' this should not influence the decision to complete a Request for Support form where the level of concern warrants this.

What do I do next?

Complete a Request for Support form

Do you need any further information or guidance?

Go to: www.kscb.org.uk/supportlevels

REMEMBER— You only need to complete a Request for Support Form if you are requesting support at Intensive or Specialist Support Levels 3 or 4.

Please do take care when completing the online 'Request for Support' form, because the information you provide in the form, will be used to assess which is the most appropriate level of support required. If it is not assessed to require support at Level 3 or 4, the form will be returned to you so that you can consider the Support Level 1 or 2 options. For more information www.kscb.org.uk/supportlevels

Appendix E

LADO Education Safeguarding Advisory Service (LESAS) Mission Statement

The County LADO service and Education Safeguarding Service merged in September 2024 following an evaluation of the two services. This decision aligns both services with the national 'Working Together to Safeguarding Children' agenda and will result in increased capacity to provide LADO and education safeguarding support to Kent education settings and the wider Children's workforce.

What we do

Our role is to continue and build upon the statutory LADO function for the whole of the children's workforce and support education settings (early years settings, childminders, schools, and colleges) in Kent who work with children aged 0-18 to meet their safeguarding responsibilities and respond to safeguarding concerns.

Our team is made up of experienced social work and education professionals who have a thorough understanding of key local and national legislation and statutory guidance related to safeguarding and education safeguarding practice.

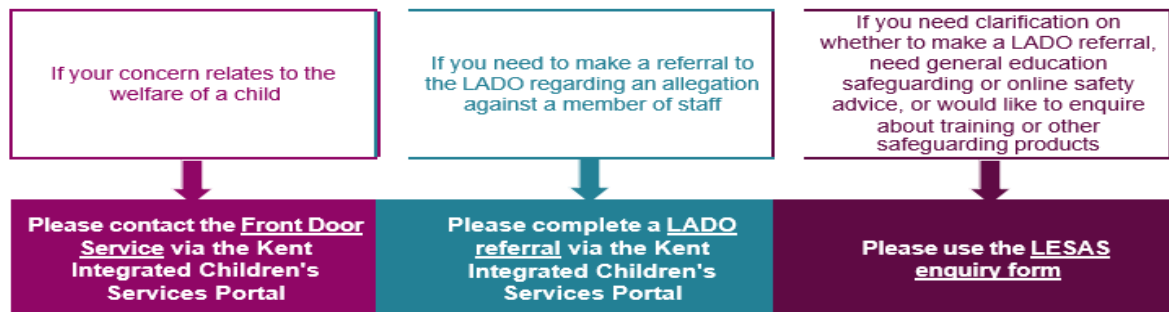
What we provide

We provide a variety of different types of support to education settings in Kent, this includes:

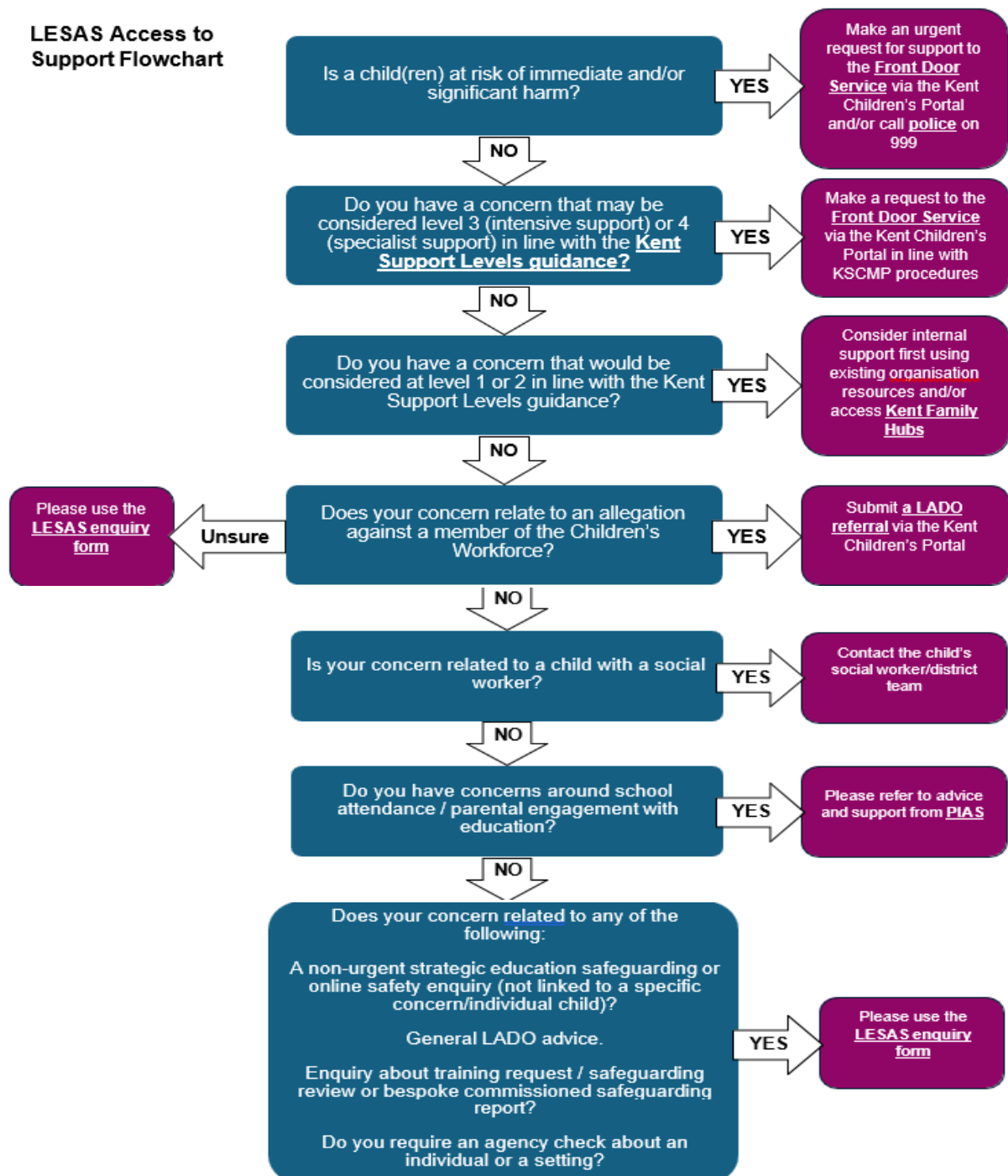
- Undertaking the LADO statutory function; primarily this involves managing the process when an allegation is made against a member of the children's workforce, not just education specific, in Kent.
- Advice for education settings on how they can meet their safeguarding responsibilities, including online safety specific advice, via an enquiries service. This does not include queries relating to individual children; in these cases, a request for support should be submitted to the Front Door Service.
- Up-to-date exemplar Child Protection policy and Acceptable Use Policy for education providers to adapt.
- Support for education settings in times of crisis and unexpected critical incidents, for example following the unexpected death of a child who attends the setting.
- A termly newsletter for Designated Safeguarding Leads (DSL) in education settings.
- Termly Designated Safeguarding Leads (DSL) 'catch up' meetings to share local information and guidance.
- Targeted outreach work and subsidised support for education settings following critical safeguarding needs.

The service can also be commissioned to provide a range of high-quality training and other safeguarding support products for DSLs and staff within the children's workforce, including safeguarding reviews which promote best practice and empower education settings to ensure their learners are as safe as they can be.

Contacting us



LESAS Access to Support Flowchart



Appendix F

Support Organisations - additional links can also be found in Part two and Annex B KCSIE.

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
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk
- Lucy Faithfull Foundation's 'Shore Space'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours. [Home - Shore](#)

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
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

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

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Kent Resilience Hub

- <https://kentresiliencehub.org.uk/>

Children with Family Members in Prison

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

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- Multi-agency practice principles for responding to child exploitation and extra-familial harm: <https://tce.researchinpractice.org.uk/>
- Preventing Child Sexual Exploitation | The Children's Society. [Child sexual abuse and exploitation | The Children's Society](#)
- Resources for education settings | CSA Centre. [Resources for education settings | CSA Centre](#)

Honour Based Abuse

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

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

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

- Diana Award: www.antibullyingpro.com
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk

Online Safety

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

Mental Health

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

Radicalisation and hate

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