

Swalecliffe Community Primary School

Child Protection (Safeguarding)

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Key Contact Personnel In Schools

	Name	School contact information
Designated Safeguarding Lead (DSL)	Mrs Julie Deeks	DSL@swalecliffe.kent.sch.uk 01227 272101
Deputy Designated Safeguarding Lead	Miss Leah Garton Mrs Kate Roy	DSL@swalecliffe.kent.sch.uk 01227 272101
Executive Headteacher	Mr B Cooper	01227 272101
Safeguarding Governor	Mr Chris Cornell	01227 272101

What to do if you have a welfare concern

Why are you concerned?

For example

- Something a child has said, such as an allegation, disclosure or comment that causes concern
- Changes in appearance, presentation, behaviour, emotional wellbeing or attendance
- Unexplained injuries, marks or bruises
- Witnessed or reported concerning, harmful or inappropriate behaviour including online
- Concerns linked to family circumstances, peer relationships or wider community context

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

Follow the school procedure by using CPOMS or Safeguarding Forms.

- Reassure the child and listen carefully; do not promise confidentiality
- Use open questions if needed for example (**TED**: **T**ell, **E**xplain, **D**escribe)
- Record facts and not opinions, using the childs own words where possible
- Sign and date your record and report to the DSL; seek support for yourself as required

Inform the Designated Safeguarding Leads

Designated Safeguarding Lead

- If a child is at risk of immediate harm, is unsafe to go home, or requires urgent protection, make an urgent Request for Support to the Front Door Service via the portal and/or call the Police on 999
- If there is no immediate risk of harm, consider what support is needed in line with Kent Safeguarding Support Level Guidance and KSCMP procedures. This may include internal support, signposting to community based early help services contacting the Police reporting allegations against staff to the LADO or make a Request for Support via the Front Door Service via the Kent Childrens Portal
- If the school believes a child may be in need of support but is unclear whether a request for support is required, advice can be sought through a consultation from the Front Door Service 03000 411 111
- If support is required out of working hours, contact the Out of Hours Service via 03000 41 91 91

If you are unhappy with the response

DSLs / Staff:

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

Students and Parents:

- Follow school complaints procedure

Record decision making and action taken in the student child protection file

Monitor

- Be clear about:
- What you are monitoring. For example, behavior trends, appearance.
- How long will you monitor
- Where how and to whom you will feedback and how you will record

Review and request further support if necessary

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

Child Focused Approach to Safeguarding

Introduction

• Swalecliffe Community Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's responsibility** and everyone has a role to play in keeping children safe. This includes staff, volunteers, governors, leaders, parents/carers, wider family networks, and students.

• Swalecliffe Community Primary School believe that the best interests of children always come first. All children, defined in law and in this policy as anyone under the age of 18, have a right to be heard, protected and supported. This policy applies to all children, including those living with birth parents or extended family, children in kinship care, adopted children, looked after children, previously looked after children and care leavers. Where safeguarding concerns relate to pregnancy, staff will also consider the help, support and protection needs of unborn children.

• All children have equal rights to protection, regardless of age, sex (gender), ability, culture, race, language, religion, belief, sexual orientation or identity. Swalecliffe Community Primary School is committed to creating and maintaining an inclusive, anti-discriminatory safeguarding culture. Staff are expected to recognise and challenge racism, discrimination and prejudice, and to consider how these experiences may affect children's safety, welfare and access to support

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

• This policy applies where there are any child protection concerns regarding children who attend Swalecliffe Community Primary School, but may also apply to other children connected to Swalecliffe Community Primary School, for example, siblings, children on student or work placements, or members of staff who are under the age of 18.

• Swalecliffe Community Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school, children are respected and are encouraged to talk openly. Their wishes and feelings will be taken into account when deciding what safeguarding action to take and what support to provide.

• Swalecliffe Community Primary School recognises the need for a trauma informed approach to safeguarding; considering the root causes and possible underlying trauma behind children's behaviour.

Our core safeguarding principles are:

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

•Swalecliffe Community Primary School recognises that children's behaviour, presentation and experiences should be understood in context. Staff will take a trauma-informed and child-centred approach, considering the possible root causes of behaviour and the impact of abuse, neglect, exploitation, discrimination, adversity and wider contextual or extra-familial harm.

• Our core safeguarding principles are:

o Prevention

▪ providing a positive, supportive and safe culture, curriculum and pastoral opportunities for children, alongside safer recruitment procedures.

o Protection

▪ following agreed procedures and ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

o Support

▪ adopting a child-centred approach and provide appropriate support for all students, parents / carers and staff, including specific interventions for those who may be at risk of harm.

o Collaboration

▪ working with parents/carers, where safe and appropriate, and with other agencies to ensure timely, proportionate and effective safeguarding action is taken

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

Early Years Additional Information:

• Swalecliffe Community Primary School will provide a high-quality, welcoming, safe and stimulating environment where children can learn, play, develop, build positive relationships and grow in confidence.

• Swalecliffe Community Primary School recognises that babies and young children may not always be able to verbally tell adults what is happening to them. Staff will be alert to children's behaviour, appearance, communication, development, play, interactions, attendance, physical signs and emotional wellbeing, and will report concerns to the DSL in line with this policy.

• Swalecliffe Community Primary School recognises that a "one size fits all" approach may not be appropriate for every child. Some children, including babies, children with SEND, children with communication needs, children who have experienced abuse or neglect, and children who are otherwise vulnerable, may need a more personalised or contextualised safeguarding response.

• As part of our safeguarding ethos, Swalecliffe Community Primary School is committed to:

- keeping children's welfare and best interests at the centre of our practice
- creating an environment where children feel safe, secure, valued and respected
- helping children, in age-appropriate ways, to understand feelings, relationships, boundaries, safe and unsafe situations, and adults who can help them
- building safe, positive and professional relationships between children and the adults who care for them

- working with parents/carers where it is safe and appropriate to do so, while taking prompt safeguarding action where concerns arise

- ensuring staff receive appropriate induction, safeguarding training and regular updates so they can recognise and respond to concerns

- supporting children who may need additional help, including those receiving community-based Early Help, Family Help, child in need, child protection or care planning support

- keeping clear, confidential child protection records which are stored securely and shared appropriately

- working effectively with other agencies and professionals to safeguard and promote children's welfare.

Policy Context

• This policy is implemented in accordance with our compliance with the current statutory guidance from the Department for Education, 'Keeping Children Safe in Education' (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

• This policy has been developed in accordance with the safeguarding and welfare requirements set out in section 3 of the Department for Education's (DfE) Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers 2026, which is mandatory for early years providers.

• This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to:

- Early Years Foundation Stage (EYFS) 2026
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (WTSC) 2026
- Ofsted: Education Inspection Framework and early years inspection guidance 2026
- Framework for the Assessment of Children in Need and their Families, 2000
- Kent and Medway Local Safeguarding Children Procedures
- Kent Support Levels Guidance: Guidance for practitioners supporting children, young people and families
- The Education Act 2002
- The Childcare Act 2006
- The Children Acts 1989 and 2004
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)
- Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 – referred to collectively as 'data protection laws'

• 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 pupils under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

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

Definition of Safeguarding

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

- o Providing help and support to meet the needs of children as soon as problems emerge
- o protecting children from maltreatment, whether this is within or outside the home, including online
- o preventing impairment of children's mental and physical health or development
- o ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- o promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
- o taking action to enable all children to have the best outcomes.

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

• Swalecliffe Community Primary School understands that significant harm is the threshold used to determine when statutory child protection intervention may be required. Under the Children act 1989, "Harm" is the "ill treatment or the impairment of the health or development of the child". Harm can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child". There are no absolute criteria for determining significant harm. Significant harm may arise from a single serious incident or from a pattern of acute, longstanding, chronic or cumulative concerns which impair a child's health or development.

• Swalecliffe Community Primary School recognises that safeguarding concerns are rarely isolated. Children may experience multiple and overlapping harms, including abuse, neglect, exploitation, online harms and extra-familial harm. Our safeguarding response will consider the full context of a child's lived experience, including their relationships, family circumstances, peer groups, community, online activity and wider environment.

• Swalecliffe Community Primary School acknowledges that safeguarding includes a wide range of specific issues including, but not limited to:

- o Abuse and neglect
- o Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- o Child-on-child abuse
- o Children with family members in prison or affected by parental offending
- o Children absent from education, missing from education, home or care
- o Contextual safeguarding and extra-familial harm
- o County lines and gangs
- o Domestic abuse
- o Drugs and alcohol misuse
- ○ Exploitation, including child sexual exploitation and child criminal exploitation, group-based exploitation, county lines, gangs, serious violence, trafficking and modern slavery
- o Fabricated or induced illness

- o Faith abuse
- o Gender based abuse and violence against women and girls
- o Hate, discrimination and harmful prejudice
- o Homelessness
- ○ Honour or faith-based abuse, including Female Genital Mutilation and forced marriage
- o Mental health concerns
- ○ Online abuse and technology-assisted harm, including making or sharing nudes or semi-nudes
- o Preventing radicalisation and extremism
- o Private fostering
- ○ Sexual violence, sexual harassment, harmful sexual behaviour and relationship abuse
- o 'Upskirting'

Further information about specific safeguarding issues can be found in Part One and Annex A of Keeping Children Safe in Education.

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this policy and speak to the Designated Safeguarding Lead (DSL) or an appropriately trained deputy.

Related Safeguarding Policies

• This policy is one of a series in Swalecliffe Community Primary School integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- ○ Acceptable Use of Technology (AUP)
- ○ Attendance
- ○ Complaints
- ○ Emergency procedures such as evacuations and lockdowns
- ○ First Aid
- ○ GDPR and Data Protection
- ○ Health & Safety
- ○ Home School Agreement
- ○ Mobile & Smart Technology
- ○ Recruitment Policy
- ○ Relationships and Sex Education
- ○ Safeguarding Procedures for Managing Allegations Against Staff
- o School Behaviour and Anti-Bullying
- ○ Social Media
- ○ Staff Code of Conduct
- ○ Supporting Pupils with Medical Conditions Policy
- ○ Whistleblowing Policy

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

- o "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - https://www.saferrecruitmentconsortium.org/
- oWhat to do if you are worried a child is being abused
- o Early Years Foundation Stage (EYFS) Statutory Framework: The Safeguarding and Welfare Requirements
- o Ofsted 'Early Years Inspection Handbook'
- o UK Council for Internet Safety (UKCIS) – Safeguarding children and protecting professionals in early Years settings: online safety considerations

Policy Compliance, Monitoring and Review

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

• All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of the current version of Keeping Children Safe In Education. Staff will be expected to read and understand the relevant information as part of induction and ongoing safeguarding training. These documents can be found in the staff room and on the school website. KCSIE will be issued to all staff whenever it is updated and to new staff joining the school during the academic year.

• The Governing Body, working with the School Leadership Team and Lead DSLs, will ensure mechanisms are in place to support all staff to understand and discharge their safeguarding roles and responsibilities as set out in Part One of KCSIE.

• Parents/carers can obtain a copy of the Swalecliffe Community Primary School Child Protection Policy and other related policies on request. Additionally, our statutory policies can be viewed via the school website: https://www.swalecliffeprimary.org/about-us/policies-and-reports

• The policy forms part of our Swalecliffe Community Primary School development plan and will be reviewed annually by the Governing Body who has responsibility for oversight of safeguarding and child protection systems.

• The Designated Safeguarding Lead and Executive Headteacher will provide regular reports to the Governing Body on safeguarding activity, systems and themes. Reports will support effective oversight and challenge but will not include details that identify individual students or families, unless this is required for a specific safeguarding purpose and is lawful and appropriate.

Key Responsibilities

Governance and Leadership

• The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE and EYFS guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.

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

• The governing body and leadership team will ensure appropriate policies and procedures are in place so that timely action is taken to safeguard and promote children's welfare. The Executive Headteacher will ensure that these policies and procedures are understood and followed by all staff.

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

o This includes, but is not limited to, safeguarding all members of the school community (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

o For further information about our approaches to equality, diversity and inclusion, please access the school website - https://www.swalecliffeprimary.org/about-us/policies-and-reports

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

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

• The governing body and leadership team will promote an inclusive, anti-discriminatory safeguarding culture and ensure staff are supported to identify, understand and challenge racism, discrimination and disproportionality in safeguarding practice.

• The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead (DSL). The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

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

Designated Safeguarding Lead (DSL)

• Swalecliffe Community Primary School has appointed Julie Deeks, Inclusion lead as the Designated Safeguarding Lead (DSL).

• The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in Swalecliffe Community Primary School.

• Swalecliffe Community Primary School also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.

- Miss L Garton – Head of School
- Mrs K Roy – Deputy Head of School

• Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

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

• The DSL will carry out their role in line with Annex B of KCISE. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
- Maintaining a confidential recording system for safeguarding and child protection concerns.
- Coordinating safeguarding action for individual children.
- When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE and WTSC.
- Managing referrals to Children's Social Care, the Front Door Service, the Police, the Channel Programme, the Disclosure and Barring Service (DBS) and other agencies as required.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary.
- Representing or ensuring that Swalecliffe Community Primary School is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
- Managing and monitoring the Swalecliffe Community Primary School role in any multi-agency plan for a child.
- Being available during term time (during Swalecliffe Community Primary School hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or term activities.
- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- Helping to promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Swalecliffe Community Primary School leadership staff.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.

- Liaising with the Executive Headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019)

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

Members of Staff

• All staff have an important role in safeguarding and promoting the welfare of children. They are in a position to observe any changes in a child's behaviour or appearance, attendance or wellbeing, identify concerns early, provide help for children and prevent concerns from escalating.

• Early Years Additional Information - The welfare requirement of the EYFS requires providers 'to take all necessary steps to keep children safe and well'. Everyone involved in the care of young children has a responsibility to safeguard and promote their welfare.

• All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware of the systems within school which support safeguarding, including this child protection policy, the Staff Code of Conduct and School Behaviour Policy, the safeguarding response to children who are absent from education, and the role of the DSL.
- Be aware of the indicators of abuse, neglect and exploitation, so they can identify children who may need help or protection.
- Be prepared to identify children who may benefit from support before statutory intervention, including universal services, community-based Early Help, targeted early help through Family Help, and/or statutory support from children's social care, in line with the Kent Support Levels Guidance and local procedures.
- Understand the local process for seeking advice and making referrals, including requests for Support to the Front Door Service, and for statutory assessments under the Children Act 1989, in line with the Kent Support Levels Guidance. This includes where a child may be in need, disabled, or suffering, or likely to suffer, significant harm.
- Know what to do if a child tells them they are being abused, neglected or exploited, and understand the impact this can have on a child.
- Maintain an attitude of professional curiosity and speak to the DSL if they have any concerns about a child.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Know how to maintain an appropriate level of confidentiality, whilst understanding that early sharing of information is vital to keeping children safe.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

- Undertake safeguarding and child protection training, including online safety, and engage with regular safeguarding updates.
- Act in line with the Staff Code of Conduct and School Behaviour Policy and other relevant safeguarding policies.
- Where applicable, act in line with the Teachers' Standards which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession.

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

• Staff at Swalecliffe Community Primary School will determine how best to build trusted relationships with children and parents/carers which facilitate appropriate professional communication and early identification of needs and concerns. This will be achieved in line with existing and relevant policies, for example School Behaviour Policy and Staff Code of Conduct.

Children

- Children have a right to
  - Feel safe, be listened to, and have their wishes and feelings taken into account.
  - Be taken seriously when they raise concerns about abuse, neglect, exploitation, or any other safeguarding issue.
  - Receive appropriate help and support from safe adults.
  - Safely express their views, share concerns and give feedback about safeguarding arrangements.
  - Contribute to the development of Swalecliffe Community Primary School safeguarding policies.
  - Learn how to keep themselves safe, including online.

Parents and Carers

• Parents/carers have an important role in safeguarding and promoting the welfare of their children. They are encouraged to work in partnership with the school, and to:

- Understand and adhere to the relevant Swalecliffe Community Primary School policies and procedures.
- Talk to their children about safeguarding including online safety, and support the School in their safeguarding approach.
- Identify behaviours or changes which may indicate that their child, or another child, may be at risk of harm, including online.
- Speak to the School if they have concerns about their child, or another child's, welfare or wellbeing
- Seek advice or support from the School or other agencies if they have concerns about their child, or another child's safety or wellbeing.

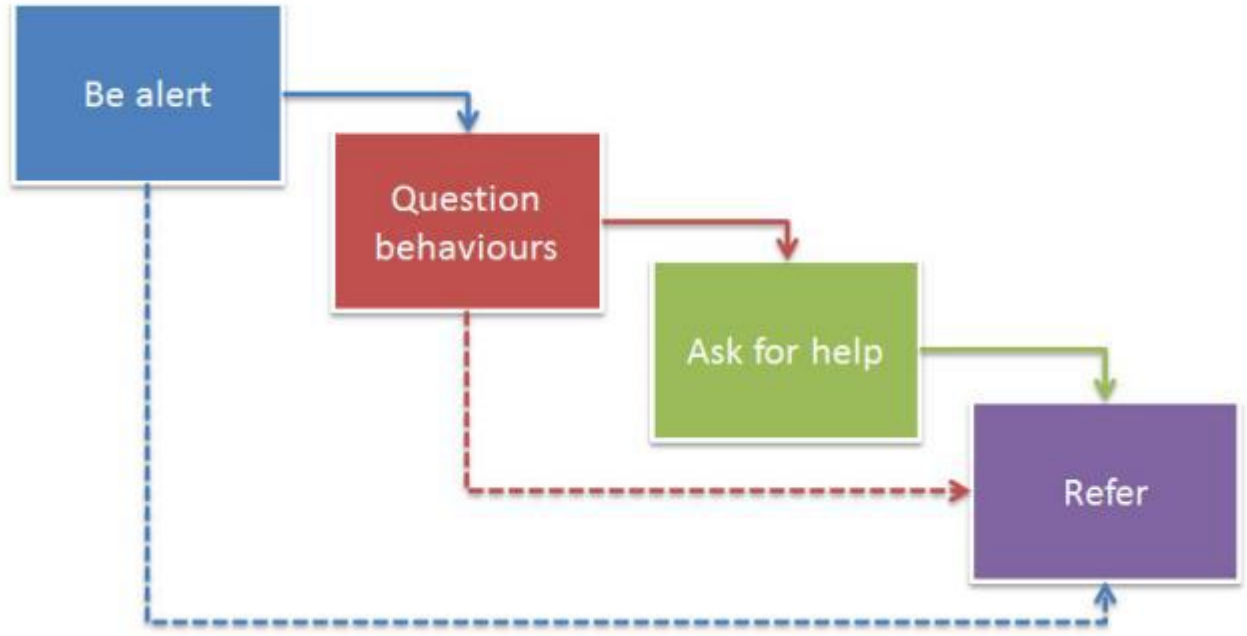
Child Protection Procedures

Recognising Indicators of Abuse, Harm, Neglect and Exploitation

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

• All staff are made aware of the definitions and indicators of abuse, harm, neglect and exploitation as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. Staff will also be expected to understand these indicators in line with the Kent Support Levels Guidance.

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



• Swalecliffe Community Primary School recognise that when assessing whether a child may be suffering, or is likely to suffer, harm there are four categories of abuse (for more in-depth information, see appendix 1):

- o Physical Abuse
- oSexual Abuse
- o Emotional Abuse
- o Neglect

• By understanding the indicators of abuse, neglect, harm and exploitation, we can identify children who may need help or protection, respond as early as possible and provide the right support and services for the child and their family.

• Swalecliffe Community Primary School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect, harm and exploitation can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect, harm and exploitation do not automatically mean a child is being harmed, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

• Swalecliffe Community Primary School recognises abuse, neglect, harm, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

• All staff will consider whether children may be at risk of abuse, neglect, exploitation or harm in situations outside their families. Swalecliffe Community Primary School recognises that extra-familial harms can take a variety of forms and that children may be vulnerable to multiple harms, including sexual abuse, sexual harassment and exploitation, domestic abuse within their own intimate relationships, criminal exploitation including financial exploitation, serious youth violence, county lines, online harms and radicalisation. Staff will report any concerns to the DSL in line with this policy, and the DSL will consider the wider context of the child's experiences when assessing risk and support needs.

• Swalecliffe Community Primary School recognises that any child may benefit from support before statutory intervention is required. This may include support from universal services, community-based Early Help, or the targeted early help level of Family Help. Further information about how the school responds to safeguarding and welfare concerns, including requests for support, is set out in section 3.2 of this policy.

• All Staff will be alert to the potential need for additional support for children who may be more vulnerable and whose circumstances may indicate emerging, escalating or unmet needs. Staff will be particularly alert to the potential need for additional support for a child who:

- o Is disabled or has certain needs, whether or not they have a statutory Education, Health and Care Plan (EHCP)
- o Has a mental health need
- o Is a young carer
- o Is pregnant and / or is a parent themselves
- o Has exhibited early signs of abusive, violent and / or harmful behaviours
- o Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines
- o Is frequently missing or goes missing from education, home or care
- o Electively home educated
- o Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is attending alternative provision or is attending a Pupil Referral Unit
- o Is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation
- o Is at risk of being radicalised into terrorism
- o Has a parent or carer in custody, or is affected by parental offending
- o Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- o Is misusing alcohol or other drugs themselves
- o Is at risk of honour or faith-based abuse, such as Female Genital Mutilation or Forced Marriage
- o Is privately fostered

• Where staff identify that a child may benefit from additional support, they will report their concerns to the DSL in line with this policy.

• Staff will be alert to:

- o Concerns raised by children, including disclosures or comments about themselves, their peers or family members
- o Changes in a child's behaviour, appearance, attendance, presentation or emotional wellbeing
- o Indicators of abuse, neglect or exploitation
- o Concerning interactions between children and parents / carers
- o Parental behaviours which may indicate risk, including concerns linked to substance misuse, mental health, domestic abuse or other family circumstances
- o Risks outside the family home, including peer groups, the wider community and online context
- o The needs of children with additional or complex needs, who may require additional support or specialist services

• Children may not feel ready or know how to tell someone that are being abused, neglected or exploited. They may also not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns

• All reports and concerns raised by children will be taken seriously and responded to in line with this policy. Staff will reassure children that they are being taken seriously, that they will be supported and kept safe, and that they will not be made to feel ashamed or that they are creating a problem by reporting concerns.

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

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

• Swalecliffe Community Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

• Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the School Behaviour and Anti-Bullying Policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

- o The DSL will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our behaviour policy. The DSL will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.

- o Staff will involve the DSL without delay if they believe that a search has revealed a safeguarding risk.

Responding to Child Protection Concerns

• Where safeguarding concerns are identified, the child's lived experience, voice and views will remain central to our decision-making, assessment and planning.

• If staff are concerned about the safety or welfare of a child, they are expected to:
  - listen carefully to the 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 CPOMS record keeping requirements.
  - inform the DSL, as soon as practically 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.

• Swalecliffe Community Primary School recognizes that children should not be seen or relied upon as protective factors for adults. When considering family circumstances, adult vulnerabilities or parental needs, staff will remain focused on the child's needs, safety, welfare and lived experience. Staff will not assume that a child's presence, behaviour, affection, resilience or relationship with a parent/carer reduces risk, prevents harm, or means that an adult's needs are safely managed.

• Swalecliffe Community Primary School will respond to concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP) procedures, the Kent Support Levels Guidance which will follow the principle of 'Right Help, Right Time, Right Professional'.

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

• All staff will be made aware of the process of identifying, assessing and responding to children's needs in line with the Kent Support Levels Guidance. This includes understanding the criteria, including the level of need, for when children and families may be supported through
  - Universal services and community-based Early Help
  - The targeted early help level of Family Help, under sections 10 and 11 of the Children Act 2004
  - Statutory services under section 17 of the Children Act 1989, including children in need and disabled children
  - Statutory child protection processes under section 47 of the Children Act 1989, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm
  - Care and supervision proceedings under section 31 of the Children Act 1989
  - Accommodation under section 20 of the Children Act 1989

• Staff are not expected to make threshold decisions alone. If staff are concerned about a child's welfare or safety or are unsure what level of support may be required, they will speak to the DSL in line with this policy. The DSL will consider the concern in line with the Kent Support Levels Guidance, KSCMP procedures and local referral pathways.

• Where safeguarding concerns are identified, options may include:
  - Managing support for the child internally through school pastoral, welfare and/or safeguarding support processes, where this is appropriate and does not place the child at additional risk
  - Considering whether parents/carers should be informed to further support the child's wellbeing, where it is safe and appropriate to do so.
  - Accessing universal services and community-based Early Help for children with emerging needs, including support available through Kent Family Hubs, the school and other local universal, voluntary or community services.
  - Making a Request for Support to the Front Door Service via the Kent Children's Services Portal where a child's needs cannot be met by universal or community-based early help support alone and coordinated, multi-disciplinary support may be required, or where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

• Community-based Early Help is support for children of all ages that improves a family's resilience, improves outcomes or reduces the chance of a problem getting worse. It is not a single service, but a system of support delivered by local authorities and their partners, including education providers. The Kent Support Levels Guidance describes this as '*children with emerging needs (Level 2)*'.
  - Children at this level are usually best supported by professionals who already work with them, such as health professionals, early years settings, schools or colleges, and/or through community resources such as Family Hubs or voluntary services.
  - A Request for Support via Front Door Service is not required for support at this level.
  - Where community-based Early Help is appropriate, the DSL will consider what support can be provided within school and/or through local universal, voluntary or community services, including Kent Family Hubs.
  - Where the need of a child/family escalate, become persistent, or cannot be met by universal or community-based Early Help alone, the DSL will consider whether a Request for Support to Family Help is required in line with the Kent Support Levels Guidance.

• Where children and families have multiple and/or complex needs, or persistent needs, which cannot be met by universal or community-based early help support alone, they may require coordinated, multi-disciplinary support to prevent escalation through the targeted early help level of Family Help. The Kent Support Levels Guidance describes this as '*Family Help – Children with multiple and/or complex needs (Level 3)'*. Support at this level may include targeted early help and statutory support under section 17 of the Children Act 1989, where required to safeguard and promote the child's welfare.
  - A Request for Support is required and will be made to the Front Door Service via the Kent Children's Services Portal.

• Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, and needs and risks cannot be safely managed through targeted or Child in Need Family Help support alone, a statutory child protection response is required. The Kent Support Levels Guidance describes this as '*Family Help – Children in need of protection (Level 4)'*.
  - Safeguarding activity at this level is led under section 47 of the Children Act 1989.
  - A Request for Support is required and will be made to the Front Door Service via the Kent Children's Services Portal.
  - If a child is at immediate risk, the Request for Support will be marked as "urgent".
  - If the child is in immediate danger, emergency services will be contacted using 999.

• Swalecliffe Community Primary School will take appropriate safeguarding action in response to concerns but will not investigate child protection concerns as a single agency or attempt to determine whether abuse, neglect or exploitation has occurred. Staff will record and report concerns in line with this policy and KSCMP procedures, and information will be shared with Children's Front Door and/or the Police where appropriate, so that concerns can be considered through the appropriate multi-agency process.

• Swalecliffe Community Primary School recognises that children may be harmed in contexts outside the home, including within peer groups, the wider community and online. When making a Request for Support, the school will provide as much relevant information as possible so that any assessment can consider the full context of the child's lived experience and take a contextual approach to harm.

- If the school believes a child may need support but is unclear whether a Request for Support should be submitted, the DSL may seek advice through a no-name consultation with the Front Door Service before deciding next steps. A consultation will not be used where a child is suffering, or is likely to suffer, significant harm; in these circumstances, a Request for Support will be submitted without delay.

- The DSL will usually have responsibility for making Requests for Support and other safeguarding referrals. However, all staff are made aware of the local Kent process for making referrals to the Front Door and for statutory assessments under the Children Act 1989, including the role they maybe expected to play in such assessments.

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

  - If, in exceptional circumstances, a DSL or deputy DSL is not available, this must not delay appropriate action being taken. In these circumstances, staff should speak to a member of the senior leadership team, seek a consultation from the Front Door Service, contact the Police where urgent action is required, or make a Request for Support themselves. Contact information is available in the safeguarding flowchart on page 6

  - Any safeguarding action taken by staff must be shared with the DSL as soon as possible.

- Parents/carers will usually be spoken to where a Request for Support is being considered, and their agreement to engage will be sought where this is required and safe/appropriate to do so. This will be considered in line with KSCMP procedures and the Kent Support Levels Guidance.

  - Parent/carer agreement to ensure is not required for 'Family Help – Children in need of protection (Level 4)', where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A Request for Support must be made in these circumstances; however, it is good practice for the school to work openly and transparently with parents/carers and inform them of the Request for Support where it is safe to do so.

  - Parents/carers will not be informed before a Request for Support is made where this may place a child at increased risk of harm, place an adult at risk of serious harm, prejudice the prevention or detection of serious crime, or undermine a criminal investigation.

- If, after a Request for Support or other external intervention, a child's situation does not appear to be improving, or there are concerns about a decision or response, staff or the DSL will consider whether to re-refer and/or follow the Kent Safeguarding Children Escalation Procedure to ensure concerns are addressed and, most importantly, that the child's situation improves.

- Any pastoral or welfare support provided by the school to children and families will be recorded and reviewed. The DSL will oversee support where families are requiring additional support, to ensure that the school activity does not obscure potential safeguarding concerns from the wider professional network.

Child Protection Records

• All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the Swalecliffe Community Primary School safeguarding **CPOMS system or a 'Safeguarding Concern Form'** and passed without delay to the DSL.

• 'Safeguarding Concern Forms' are kept in class safeguarding folders and the master folder in the staff room.

• Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries to a child have been observed.

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

• Staff will include relevant details such as the date, time, location, people present, the concern or disclosure, any visible injuries, the child's presentation and any action taken. A body map will be completed where visible injuries to a child have been observed.

• If staff are unsure about recording requirements, they will seek advice from the DSL.

• Our child protection records will include a clear and comprehensive summary of concerns, details of how concerns have been followed up and resolved, actions taken or not taken, decisions reached, the rationale for those decisions and any outcomes.

• Child protection records are kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in Swalecliffe Primary School. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

• The DSL will have oversight of child protection records and will ensure they are reviewed, shared and transferred appropriately in line with statutory guidance, KSCMP procedures and school record keeping arrangements.

Transferring Child Protection Files

• All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

• Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

• In addition to transferring the child protection file, the DSL will also consider whether it is appropriate to share relevant information with the DSL at the new setting in advance of a child leaving. This may include information to support the new setting to undertake an assessment of risk to others, as well as to make arrangements to safeguard the child, promote their welfare or continue appropriate support. Where there are safeguarding concerns, known risks or significant support needs, the DSL will instigate a direct conversation with the new setting to support effective information sharing and transition planning.

• Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-ordinator (SENCO) will be made aware of relevant information as required.

• Where information shared during transition indicates that a child may present a risk toothers and/or may be at risk themselves, Swalecliffe Community Primary School will consider what safeguarding action is required before, or as soon as possible after, the child starts. This may include completing or reviewing a safeguarding risk assessment and putting in place an appropriate safety and support plan.

• Where a child joins the school and no child protection files are received, the DSL will proactively seek to confirm with the previous setting whether any child protection information exists for the child, and if so, if the files have been sent.

Multi-Agency Working

• Swalecliffe Community 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', the Kent Support Levels Guidance and the principle of 'Right Help, Right Time, Right Professional'.

• The Swalecliffe Community Primary School Leadership Team, Governing Body and DSLs will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. This may include Children's Front Door, social workers, Family Help practitioners, health professionals, mental health services, specialist teachers, educational psychologists, other education settings and the police

• Swalecliffe Community 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.

• Where a child is supported through community-based Early Help, Family Help, child in need, child protection or care planning processes, the school will work with partner agencies to promote joined-up planning, avoid unnecessary duplication and ensure the child's educational needs, safety, voice and lived experience are considered

• Swalecliffe Community Primary 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.

• When making a Request for Support or contributing to statutory assessments, the school will provide relevant information about the child's presentation, attendance, progress, relationships, family circumstances, wider context and any known risks outside the home, including online, peer group or community-based concerns.

• The Executive Headteacher, Head of School 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 Swalecliffe Community Primary School Behaviour and Anti-Bullying Policy, which is informed by the DfE Searching, Screening and Confiscation at School guidance.

Confidentiality and Information Sharing

• Swalecliffe Community Primary School recognises our duty and powers to hold, use and share relevant information with appropriate agencies where this is necessary to safeguard and promote the welfare of children. Information will be shared at the earliest opportunity where this is needed to identify, assess or respond to risk, in line with Keeping Children Safe in Education, Working Together to Safeguard Children, KCSMP procedures and data protection legislation.

• Swalecliffe Community Primary School has Invicta Law DPO as a Service contract which provides an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) and ensures that our school is complaint with all matters relating to confidentiality and information sharing requirements.

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

- Swalecliffe Community Primary School will ensure staff are aware of our confidentiality procedures and will ensure there is an area where staff may talk to parents and/or carers confidentially.
- All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as safeguarding concerns may need to be shared with the DSL, the Front Door Service, the police and/or other agencies as appropriate.

- Staff are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

• Data protection laws do not prevent the sharing of information for the purpose 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. Information sharing decisions will be informed by safeguarding need, risk assessment, proportionality, data protection requirements and the need to promote the welfare and safety of the child and others.

• Staff will have due regard to the relevant data protection laws and principles, including when information should be shared and when it should be withheld. Staff will receive appropriate information and guidance about confidentiality, information sharing and data protection through induction, safeguarding training, staff handbook and staff meetings.

• The Executive Headteacher and Lead DSL will disclose relevant safeguarding information about a pupil with staff on a 'need to know' basis.

• All members of staff must be aware that whilst they have duties to keep information confidential, in line with our Staff Code of Conduct they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

• Where possible and appropriate, staff will be open and transparent with children and families about what information may be shared, with whom and why. However, information may be shared without agreement where this is necessary to safeguard a child, promote a child's welfare, prevent delay or avoid increasing risk

• Staff can access further information through the data protection policy.

Complaints

• All members of the Swalecliffe Community Primary School community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime.

- Swalecliffe Community Primary School has a complaints procedure available to parents/carers, pupils and members of staff and visitors who wish to report concerns or complaints. This can be found in the staff room and on the school website.

- The leadership team at Swalecliffe Community Primary School will take all safeguarding concerns, complaints and whistleblowing reports seriously. Concerns will be considered and responded to in line with the relevant school policy and procedure.

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

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

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

• The leadership team at Swalecliffe Community Primary School will take all concerns and whistleblowing reports seriously, and all complaints will be considered and responded to in line with the relevant and appropriate process.

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

Specific Forms of Abuse and Other Safeguarding Issues

• Swalecliffe Community Primary School recognises that children may be vulnerable to a wide range of safeguarding issues, both inside and outside the home, including online. Staff will maintain an attitude of 'it could happen here' and will report any concerns to the DSL in line with this

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

• Further information about specific safeguarding issues is available in Keeping Children Safe in Education.

Early Years Additional Information

Swalecliffe Community Primary School is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. Whilst some of these issues may be more likely to involve older children, early years children may still be at risk of harm, or concerns may be identified where there are risks for children's family members or siblings, and/or young staff members, including for example, children on work placements / experience.

Child on Child Abuse

All members of staff at Swalecliffe Community Primary School recognise that children can abuse other children; this is known as child-on-child abuse and may take place online, face to face, physically, verbally or through a combination of channels.

Staff will maintain an attitude of 'it could happen here'. Even if there are no reported cases of child-on-child abuse, staff will remain alert to the possibility it may be taking place and not being reported.

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

Swalecliffe Community Primary School recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying

- Abuse in intimate personal relationships between children, sometimes known as 'teenage relationship abuse'
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, including where there is an online element which facilitates, threatens and/or encourages physical abuse
- Serious physical assault and harm, or the threat of harm with a weapon
- Sexual violence such as rape, assault by penetration and sexual assault, including where there is an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Consensual and non-consensual making or sharing of nudes and semi-nudes (previously known as sexting or youth produced sexual imagery), including where generated by Artificial Intelligence (AI)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- 'Upskirting' (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person to a group and may also include an online element.

- Swalecliffe Community Primary School recognised that harmful sexual behaviour exists on a continuum, from developmentally inappropriate or problematic sexual behaviour through to abusive behaviour and sexual violence.

- Concerns will be considered in context, taking account of the age and stage of development of the children involved, any power imbalance, coercion, threats, exploitation, the nature of the behaviour, the impact on those affected, and any wider safeguarding risks.

- All staff have a role to play in challenging inappropriate, harmful or abusive behaviours between children. Staff will be alert to factors which may increase risk or affect how children experience or report abuse, including age, developmental stage, sex, ability, SEND, culture, ethnicity, sexual orientation, gender identity, power imbalance, peer group dynamics and wider contextual factors. Staff will be aware of the possibility that children may minimise, normalise or not recognise harmful behaviours, and that some behaviours may be facilitated, threatened, encouraged or shared online.

- Swalecliffe Community Primary School recognises that for some (but not all) forms of child-on-child abuse, girls are more likely to be victims and boys are more likely to be perpetrators. However, all child-on-child abuse is unacceptable, will be taken seriously and will be responded to in line with policy.

- Swalecliffe Community Primary School recognises thar the law is in place to protect children rather than unnecessarily criminalise them. Where relevant, this will be explained to students in an age and developmentally appropriate way which avoids alarming or distressing them, while making clear that harmful, abusive or non-consensual behaviour is unacceptable and will be taken seriously.

- Swalecliffe Community Primary School want children to feel confident to report abuse, knowing that their concerns will be treated seriously and that they will be supported and kept safe. The school will ensure reporting systems are well promoted, easily understood and easily accessible. Children who report child-on-child abuse will be reassured that they are not creating a problem and will not be made to feel ashamed for sharing a concern.

- Swalecliffe Community Primary School recognises that child-on-child abuse is a safeguarding issue for all children involved. We will consider the safety, welfare and support needs of the child who has experienced harm, any other affected children, and the child alleged of causing the harm.

- Any concerns or allegations relating to child-on-child abuse, whether on-site, off-site or online, will be recorded and reported to the DSL in line with this policy.

  - The DSL will consider the concern in line with relevant school policies and procedures including behaviour, anti-bullying and child protection procedures.
  - The DSL will consider the behaviour in context, including the child's age and stage of development, and SEND or communication needs, trauma or abuse history, power imbalance, coercion, intent, frequency, escalation and the impact on others.
  - Concerns will be responded to, and where appropriate investigated under relevant school procedures, while recognising the need to engage with multi-agency processes where safeguarding or child protection concerns are identified.
  - Where concerns involve harmful sexual behaviour, sexual harassment or sexual violence, DSLs will respond in line with Part Five of KCSIE.
  - Responses will always be child-centred, proportionate and based on the circumstances of the case.

- When a concern of child-on-child abuse is reported, a DSL will consider whether an immediate risk and needs assessment is required. This will be considered on a case-by-case basis and may include:
  - The wishes and feelings of the child who has been harmed
  - The nature of the concern or alleged incident
  - Whether a crime may have been committed
  - Whether harmful sexual behaviour may have been displayed
  - The ages and developmental stages of the children involved
  - Any power imbalance, coercion, intimidation or exploitation
  - Whether the concern appears to be a one-off incident or part of a pattern of behaviour
  - Any vulnerability, SEND or additional needs affecting the children involved
  - Any online elements or wider contextual factors
  - Any ongoing risks to the child who has been harmed, other children, staff or the wider school community
  - Whether the concern links to other safeguarding issues, such as child sexual exploitation, child criminal exploitation, serious violence or abuse within intimate personal relationships between children.

• The risks and needs assessment, where completed, will be recorded and kept under review. Actions will be taken to protect and support all children involved and to address and wider safeguarding risks within the school environment.

• The school will take appropriate safeguarding, pastoral and/or behaviour-related action in response to child-on-child abuse. However, where the concern indicates that a child may require Family Help, statutory support or protection, a DSL will make a Request for Support via the Kent Children's Services Portal, in line with the Kent Support Levels Guidance and KSCMP procedures.

• The school will normally inform parents/carers of the children involved in child-on-child abuse, unless doing so would place a child at risk of harm, place another person at risk, prejudice the prevention or detection of crime, or undermine a police or statutory safeguarding response.
  ○ Information shared with parents/carers will be relevant to their own child and shared in line with safeguarding, confidentiality and data protection requirements. The school will not share confidential information about other children, including any safeguarding action, support or sanctions, unless there is a lawful or appropriate basis to do so.

• Child-on-child abuse is preventable. Timely, evidence-based support can be key to preventing children from going on to commit abuse or violence. Swalecliffe Primary School will work to minimise the risk of child-on-child abuse by creating a safe culture, promoting respectful relationships, providing appropriate curriculum opportunities, ensuring children know how to report concerns, and responding consistently to harmful behaviour.

• We use NHS advice and resources to support conversations. We implement a robust anti-bullying policy, provide an age/ability appropriate PSHE and RSE curriculum. Curriculum opportunities are provided through P4C and assemblies and through these, as well as positive relationships adults forge with pupils, children are alerted how to report concerns. We have a range of reporting mechanisms e.g. class check-ins, worry boxes, a designated DSL email and online report forms.

• Children affected by child-on-child abuse will be supported according to their needs.

• Families are offered Early Help support where necessary, we meet with parents and try to pre-empt situations as far as possible. We signpost to local support including Family as well as local and national services and work closely with parents and carers to tailor appropriate support, minimise or reduce contact where necessary, safety plan and minimise risk. We refer to external agencies as well as respond via the curriculum through assemblies and P4C. Children are aware who their trusted adults are as well as who the DSLs are and reasonable adjustments are made dependent on need.

Nude and/or Semi-Nude Image Sharing by Children

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

• Swalecliffe Community Primary School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

• For the purpose of this policy, nudes and semi-nudes mean nude or semi-nude images, videos or livestreams of children under the age of 18. This includes imagery that is taken/created by a child, take/created by a child and shared by another person, digitally altered, or generated using artificial intelligence (AI). Nudes and semi-nudes may be shared online, between devices, through social media, messaging apps, gaming platforms, forums, livestreams or other digital routes.

• Creating, possessing or sharing nudes and semi-nudes of children under 18, including where this has happened with consent, is illegal and can present complex safeguarding issues. However, [Name of school/college] recognises that the law is in place to protect children rather than unnecessarily criminalise them. Responses will therefore be child-centred, proportionate and focused on safeguarding and supporting the children involved.

• All concerns must be reported to and managed by the DSL in line with this policy, the Kent and Medway Responding to Nude and Semi-Nude Image Sharing Guidance, the Kent Support Levels Guidance and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

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

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

• When made aware of a concern involving making or sharing of nudes and semi-nudes, the DSL will hold an initial review meeting in line with the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may include speaking with relevant staff and children, involving parents/carers where safe and appropriate, seeking advice, making a Request for Support via the Kent Children's Services Portal, and/or contacting the police where required.

• Parents/carers of children involved in making or sharing nudes or semi-nudes, will be informed at an early stage, unless there is good reason to believe that involving them would put a child at risk of harm.

• A Request for Support will be made to the Front Door Service via the Kent Children's Services Portal, and/or the police informed immediately if:
  ○ the incident involves an adult (over 18).
  ○ there is reason to believe that a child has been coerced, blackmailed, groomed or exploited.
  ○ there are concerns about a child's capacity to consent, including due to age, developmental stage, vulnerability or additional needs
  ○ the imagery involves sexual acts, violence, threats, exploitation or other high-risk features (for example, a child under the age of thirteen, or images depict sexual acts which are unusual for the child's developmental stage)
  ○ a child is at immediate risk of harm
  ○ there are wider safeguarding concerns, including links to child sexual exploitation, child criminal exploitation, harmful sexual behaviour or abuse within intimate personal relationships between children.

- All decisions and action taken regarding nude or semi-nudes will be responded to and recorded in line with our child protection procedures.

- The DSL may choose to involve other agencies where there are concerns about nudes or semi-nudes at any time, including if further information is disclosed at a later date or there are additional concerns or incidents.

- If the DSL is unsure if a Request for Support is appropriate, advice will be sought from the Front Door Service.

Exploitation, including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), County Lines, Serious Violence and Modern Slavery

- Swalecliffe Community Primary School recognises that Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, serious violence and modern slavery are safeguarding issues and may overlap. Children may also experience exploitation alongside other forms of abuse, neglect or harm. The school will therefore need to consider the full context of the child's lived experience, including risks outside the home, peer groups, community locations, transport routes and online environments.

- Swalecliffe Community Primary School recognises that CSE and CCE are forms of abuse. They occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. This may involve an exchange for something the child needs or wants, and/or be for the financial advantage or increased status of the perpetrator or facilitator, and/or involve violence or the threat of violence.

- Swalecliffe Community Primary School recognises that exploitation may be committed or facilitated by individuals, organised networks or gangs, and the child may identify as being part of the group that is exploiting them. Exploitation can affect children of any age and sex, and it is not possible for a child to consent to being exploited, abused or trafficked.

- Children may not recognise that exploitation is happening to them and may be manipulated, groomed or coerced into situations they do not fully understand. Children who are exploited may also be coerced, controlled, threatened or manipulated into activity which appears to be offending behaviour, and the school will consider whether such behaviour may be linked to exploitation before responding.

- Swalecliffe Community Primary School recognises that:
  - **Child Sexual Exploitation** (CSE) is a form of child sexual abuse. CSE can be a one-off occurrence or a series of incidents over time and may range from opportunistic to complex organised abuse. CSE can affect any child who has been coerced into sexual activity, including 16- and 17-year-olds who can legally consent to sexual activity. Some children may believe they are in a genuine romantic relationship and may not recognise that they are being exploited.

  - **Child Criminal Exploitation** (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, pickpocketing, vehicle crime, threatening or committing serious violence, or carrying weapons. Children can become trapped in criminal exploitation through threats, violence, intimidation, debt bondage, grooming or coercion, including threats towards their families. The experience of girls who are criminally exploited can be different from that of boys, and indicators may not be the same. Girls are also at risk of criminal exploitation. Both boys and girls who are criminally exploited may be at higher risk of sexual exploitation.

- **County Lines** is a form of criminal exploitation involving gangs or organised criminal networks using dedicated mobile phone lines or other forms of "deal line" to export illegal drugs. This activity can happen locally as well as across the UK; no specific distance of travel is required. Children may be exploited to move, store or sell drugs or money and may be controlled through coercion, intimidation, violence, threats, debt bondage, online activity or exploitation of their family circumstances.

- **Serious Violence** includes violence and exploitation involving weapons, gangs, criminal networks, serious physical harm. It can involve carrying, threatening with, or using knives or other weapons, or concerns that a child may be exposed to weapons through peers, gangs, criminal networks or community-based harm. The likelihood of involvement in serious violence may be increased by factors such as being male. Having been suspended, spent time in alternative provision or been permanently excluded, having experienced child maltreatment, having been involved in offending, having used drugs or alcohol in early adolescence, or having previously been a victim or displayed violence. Serious violence can often peak in the hours just before or after school, including when children are travelling to and from the setting, and may be concentrated in particular places.

- **Modern Slavery** includes human trafficking, slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, criminal exploitation, forced criminality, forced labour, domestic servitude and the removal of organs.

- Staff will be alert to indicators that a child may be at risk, of experiencing, exploitation, county lines or serious violence. These may include:
  - Unexplained gifts, money or new possessions
  - Increased absence from school or regularly missing education
  - Going missing from home or care, or regularly returning home late
  - Changes in friendship groups or relationships with older individuals or group#
  - A significant decline in educational performance
  - Signs of assault, unexplained injuries, self-harm or changes in wellbeing
  - Drug or alcohol misuse
  - Association with others involved in exploitation, gangs or criminal networks
  - Receiving requests for drugs via a phone line, moving drugs or collecting money
  - Being found in accommodation which they have no connection, sometimes referred to as a trap house, cuckooing address or hotel room linked to drug activity
  - Owing money or a "debt bond" to exploiters
  - Having their bank account used to facilitate criminal activity
  - Being vulnerable to grooming, coercion, threats, intimidation or online exploitation

- The school will seek to understand when and where children may feel unsafe, including by listening to children, consulting with staff and working with partners to understand the local context and support a coordinated safeguarding response.

- Swalecliffe Community Primary School recognises that children who have been exploited may need additional support to help keep them safe and engaged in education.

- If staff are concerned that a child may be at risk of, or experiencing, child sexual exploitation, child criminal exploitation, county lines, serious violence, trafficking or modern slavery, they will report their concerns to the DSL without delay.

- The DSL will consider concerns about exploitation in line with this policy and relevant local and national guidance and make referrals or reports as appropriate.
  - The DSL will consider use of the Kent and Medway Child Exploitation Identification Tool where there are concerns that a child may be experiencing, or be vulnerable to, exploitation
  - Where broader intelligence is known about potential exploitation or other community safety concerns, the DSL will consider whether information should be shared with Kent Police through the Community Partnership Intelligence Portal.
  - Where modern slavery or trafficking is suspected, relevant safeguarding and/or child protection procedures will be followed, and the DSL will consider whether a referral through the National Referral Mechanism is required.
  - Any safeguarding concerns for children will be referred to the Front Door Service and/or police as appropriate. If there is a crime in progress or immediate risk, emergency services will be contacted using 999.

• When sharing information or making a Request for support to the Front Door Service or other appropriate agencies, Swalecliffe Community Primary School will provide as much relevant information as possible to support a contextual safeguarding response. This may include information about the child's presentation, attendance, peer relationships, online activity, family circumstances, community risks, known locations of concern, transport routes, patterns of absence, and any indicators of exploitation, trafficking, modern slavery or serious violence.

Domestic Abuse

• Swalecliffe Community Primary School recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can include, but is not limited to, psychological, physical, sexual, financial/economic or emotional abuse, including coercive and controlling behaviour. Domestic abuse can take place inside or outside the home and within different types of relationships, including intimate partner relationships, ex-partner and family members. Types of domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent or caregiver abuse.

• Swalecliffe Community Primary School recognises that anyone can be a victim of domestic abuse, regardless of sex, age, ethnicity, socio-economic status, sexuality, background or identity.

• Swalecliffe Community Primary School recognises that children can be victims of domestic abuse in their own right if they see, hear or experience the effects of abuse. Children may also experience domestic abuse within their own intimate relationships, sometimes referred to as teenage relationship abuse. Where one or both children are under 16, this may not fall within the statutory definition of domestic abuse, but it will still be responded to as a safeguarding concern.

• Swalecliffe Community Primary School recognises that domestic abuse can have a detrimental and long-term impact on children's health, wellbeing, development and ability to learn.

• Children can be victims of domestic abuse if they see, hear or experience the effects of abuse. Domestic abuse can have a significant impact on babies' and young children's safety, health, emotional wellbeing, development, sleep, behaviour, relationships and ability to learn and play.

• Swalecliffe Community Primary School recognises that domestic abuse may occur, continue or escalate following separation. Concerns will not be viewed in isolation, and the school will consider the child's lived experience, family circumstances and any wider safeguarding risks.

• Staff will respond to domestic abuse concerns in a trauma-informed way and will avoid victim-blaming language or assumptions.

• If staff are concerned that a child may be seeing, hearing or experiencing the effects of domestic abuse, or experiencing abuse within their own intimate relationship, they will report their concerns to the DSL

• The DSL will consider concerns about domestic abuse in line with this policy, KSCMP procedures, the Kent Support Levels Guidance and any relevant local or national guidance. Where the concern indicates a need for Family Help, statutory support or protection, the DSL will consider whether a Request for Support should be made via the Kent Children's Services Portal. If a child or adult is in immediate danger, emergency services will be contacted using 999.

• Swalecliffe Community Primary School participates in Operation Encompass. Operation Encompass is an information-sharing scheme between the police and education settings which supports schools/colleges to provide timely, informed support to children affected by domestic abuse. Police forces in England have a duty to notify a child's school where they have attended a domestic abuse incident and have reasonable grounds to believe a child may be a victim of domestic abuse. This includes children connected to the households regardless of whether they were present at the incident.

• Operation Encompass notifications will help the school have up-to-date and relevant information about a child's circumstances so that appropriate support can be considered according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures, and where there are concerns about a child's welfare, the DSL will consider whether a Request for Support is required in line with the Kent Support Levels Guidance.

• Operation Encompass notifications will be handled confidentially, secured securely and managed in line with data protection requirements and school child protection recording procedures. The DSL will have oversight of notifications and will ensure that relevant information is shared with staff on a need-to-know basis to safeguard and support the child.

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

So-called Honour Based Abuse (HBA)

• So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Staff will be alert to this dynamic and the additional risks it may create when deciding what safeguarding action is required

• All forms of HBA are abuse, regardless of the motivation, and will be handled and escalated as such. If staff have any concerns that a child may be at risk of, or has experienced honour or faith-based abuse, they will speak to the DSL without delay. The DSL will consider concerns in line with this policy, KSCMP procedures, the Kent Support Levels Guidance and any relevant national or local guidance. If there is an immediate threat or danger, the police will be contacted.

• Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and is a form of child abuse with long lasting harmful consequences.
  - All staff will speak to the DSL if they have any concerns that a child may be at risk or may have experienced FGM.
  - 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 to directly report to the police where they discover 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 to see visual evidence of FGM, and staff must not examine students. Unless the teacher has a good reason not to, they should discuss the concern with the DSL. The mandatory reporting duty does not apply to suspected or at-risk cases where FGM has not been discovered; in these cases, staff must follow local safeguarding procedures and speak to the DSL.

• Forced Marriage is a crime.
  - A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or another form of coercion is used. Coercion may be physical, emotional or psychological. A lack of full and free consent can also arise where a person cannot consent, for example due to learning disabilities.
  - It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even where violence, threats or another form of coercion are not used. This applies to non-binding, unofficial "marriages" as well as legal marriages
  - Staff will report any concerns about forced marriage to the DSL. Advice can also be sought from the Forced Marriage Unit: 020 7008 0151 or fmu@fcdo.gov.uk

Preventing Radicalisation

• Swalecliffe Community Primary School recognises that children may be susceptible to radicalisation into terrorism. Protecting children from this risk forms part of the school's wider safeguarding approach.

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

• For the purposes of this policy:

- **Extremism** is the vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- **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 people, causes serious damage to property, or seriously interferes with or disrupts an electronic system, where the use or threat is designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

• Swalecliffe Community Primary School recognises that there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism. As with other safeguarding risks, staff will be alert to changes in behaviour, presentation, language, relationships or online activity which may indicate that they are in need of help or protection.

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

• The DSL and senior leaders will be familiar with the Prevent Duty guidance and local procedures for making a Prevent referral. The school's approach to Prevent will be considered as part of wider safeguarding arrangements and will include appropriate attention to:

- Leadership and partnership
- Staff capability, training and awareness
- Reducing permissive environments, including online environments, external speakers, visitors, use of premises and access to extremist or terrorist content.

• Swalecliffe Community Primary School will ensure that staff receive appropriate Prevent training, so they understand the Prevent Duty, can recognise concerns, know how to report them internally, and understand the local Prevent referral process.

• Where the DSL considers that a Prevent referral may be appropriate, this will be managed in line with local Kent Prevent procedures, the Kent Support Levels Guidance and relevant national guidance. The DSL may seek advice from the Kent and Medway Prevent Team where appropriate. If there is an immediate threat to safety, emergency services will be contacted using 999.

• Prevent referrals are assessed by police and may be passed on to a multi-agency Channel panel to consider whether support is required. Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. A representative from Swalecliffe Community Primary School may be asked to attend a Channel panel to support assessment and planning.

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

Cybercrime

• Swalecliffe Community Primary School recognises that cybercrime is criminal activity committed using computers and/or the internet. Cybercrime is broadly categorised as either **cyber-enabled** or **cyber-dependent.**

- **Cyber-enabled crime** refers to crimes thar can happen offline but are enabled at scale and speed online, such as fraud, purchasing illegal drugs online, child sexual abuse and exploitation, online harassment or other technology-assisted harm.
- **Cyber-dependent crime** refers to crimes that can only be committed using a computer, computer network or internet-enabled device. This may include unauthorised access to computers, sometimes referred to as hacking, denial of service attacks or "booting", and making, supplying or obtaining malware such as viruses, spyware, ransomware, botnets or Remote Access Trojans.

• Swalecliffe Community Primary School recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately become involved in 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

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

- Cyber Choices is focussed on cyber-dependent crime. Concerns about cyber-enabled crime, such as fraud, purchasing illegal drugs online, child sexual abuse and exploitation, online bullying or other online safety concerns, will be responded to in line with this policy and relevant school safeguarding, behaviour, acceptable use and online safety arrangements

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

• If the concern indicates that a child may require Family Help, statutory support or protection, the DSL will consider whether a Request for Support should be made via the Kent Children's Services Portal, in line with the Kent Support Levels Guidance and KSCMP procedures. If a child is in immediate danger, emergency services will be contacted using 999.

Child Abduction and Community Safety Incidents

• Swalecliffe Community Primary School recognises that child abduction is the unauthorised removal or retention of a child 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 to the child, or by strangers

• Swalecliffe Community Primary School also recognises that community safety incidents in the vicinity of the school can raise safeguarding concerns for children, parents/carers and staff.

• Staff will report and concerns about child abduction or community safety incidents to the Head of School and/or DSL immediately. Where there is an immediate risk to a child, emergency services will be contacted using 999.

- Swalecliffe Community Primary School will support children to develop age-appropriate personal safety awareness through the curriculum and wider safeguarding education. This will focus on building children's confidence, judgement and ability to seek help, rather than simply warning them about strangers.

Children and the Court System, including Children Affected by Parental Separation, Court Orders or Family Disputes

- Swalecliffe Community Primary School recognises that children may be affected by the court system in different ways, including where they are required to give evidence in criminal proceedings or where they are affected by private or public family law proceedings, child arrangements or parental disputes.

- Where staff are aware that a child is involved in, or affected by, court proceedings, they will share relevant information with the DSL so that appropriate support can be considered. This may include pastoral support, adjustments within school, liaison with parents/carers where appropriate, and working with partner agencies where this is needed to safeguard and promote the child's welfare.

- Swalecliffe Community Primary School recognises that parental separation, child arrangements and family court processes can be stressful for children and may contribute to conflict, anxiety or safeguarding concerns. The welfare and best interests of the child will remain central to the school's decision-making.

- Where parents/carers disagree about arrangements, decisions or the exercise of parental responsibility, the school will act in line with statutory guidance, relevant court orders, education law, safeguarding duties and data protection requirements. Where necessary, parents/carers may be advised to seek independent legal advice or resolve disputes through the appropriate legal route.

- Swalecliffe Community Primary School will consider any court orders or legal restrictions that are shared with the setting and relevant to the child's education, welfare or safety. Parents/carers may be asked to provide the most recent court order where this is appropriate and/or necessary to help the school understand arrangements or restrictions.

- Staff will remain alert to any safeguarding concerns arising from parental disputes, child arrangements or court proceedings. Concerns will be reported to the DSL and responded to in line with this policy.

Homelessness

- Swalecliffe Community Primary School recognises that being homeless, or being at risk of homelessness, can present a real risk to a child's welfare.

- The DSL will be aware of local contact details and referral routes into the Local Housing Authority so that concerns can be raised or progressed at the earliest opportunity. Discussion with, or referral to, the Local Housing Authority does not replace safeguarding action where a child has been harmed or is at risk of harm.

- Where Swalecliffe Community Primary School receives information that a child has been placed in temporary accommodation, the DSL will consider what support may be required to safeguard and promote the child's welfare. This may include considering the impact on attendance, wellbeing, learning, transport, access to resources and family support needs.

Children with Family Members in Prison or Affected by Parental Offending.

- Swalecliffe Community Primary School recognises that children with family members in prison, or who are otherwise affected by parental offending, may experience additional emotional, practical and safeguarding needs. This may include stigma, isolation, poverty, poor mental health, disrupted family relationships, attendance concerns or changes in behaviour.

- Staff will share any concerns with the DSL so that appropriate support can be considered. This may include pastoral support, safe adult support, signposting to specialist services, liaison with parents/carers where appropriate, and consideration of early help or wider multi-agency support.

- Swalecliffe Community Primary School will respond to children affected by parental imprisonment or offending in a sensitive and trauma-informed way, recognising the potential impact on the child's safety, wellbeing, attendance, learning and relationships.

Supporting Children Potentially at Greater Risk of Harm

- Swalecliffe Community Primary School recognises that some children may be more vulnerable to abuse, neglect, exploitation of harm, or may face additional barriers to recognising, reporting or being supported with safeguarding concerns. Staff will be alert to the needs and experiences of these children and will ensure concerns are reported to the DSL in line with this policy.

- In early years settings, this may include babies and very young children, children who are non-verbal or have limited communication, children with SEND, disabilities, medical conditions or additional needs, children who are dependent on adults for intimate or personal care, children whose emotional wellbeing, behaviour or development gives cause for concern, children with complex family circumstances, and children who are already known to other agencies.

- The school will take a child-centred, trauma-informed and contextual approach, considering the child's voice, lived experience, individual circumstances and any barriers they may face in accessing help or support.

Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- Swalecliffe Community 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, neglect or exploitation. These may include:

  - Assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to the child's SEND without further exploration.
  - Children being more prone to peer group isolation or bullying, including prejudice-based bullying.
  - The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
  - Communication barriers and difficulties in manging or reporting concerns.
  - Children not understanding what is happening to them is abuse, neglect or exploitation.
  - The need for intimate or personal care, or children being isolated from others.
  - Children being more dependent on adults for care and support.
  - Difficulties with cognitive understanding.

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

• Swalecliffe Community 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 appropriately supported to communicate and ensure that their voice is heard and acted upon.

• To address these additional challenges, our school will always consider extra pastoral support and attention for children with SEND. The DSL and deputies will work closely with the class teachers to plan pastoral support as required.

Safeguarding Children with Medical Conditions

• Swalecliffe Community Primary School recognises that children with medical conditions, including allergies, should be properly supported so they can access education safely and fully. Further information can be found in our policy. https://www.swfed.co.uk/policies/

• An incident relating to the management of a child's medical condition, including allergies, will not automatically require safeguarding actions. However, staff will report to the DSL where an incident, pattern of incidents or wider information suggests that a child may be at increased risk of abuse, neglect or exploitation because of their medical condition. This may include, for example, where relevant information about a child's medical condition is not shared with the school, where a child is repeatedly sent to school without essential medication or equipment, or where agreed healthcare arrangements are not followed in a way that places a child at risk.

• The DSL will consider concerns in line with this policy, national and local guidance and relevant school medical or allergy arrangements. Where appropriate, this may include considering whether a Request for Support should be made

Children Requiring Mental Health Support

• Swalecliffe Community 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, develop into safeguarding concerns, including where there are concerns about self-harm, eating disorders, suicidal ideation or risk of suicide. Mental health problems can also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

• Only appropriately trained professionals should diagnose a mental health problem. However, Swalecliffe Community Primary School recognises our staff are well placed to observe children day-to-day and identify those whose behaviour, presentation or circumstances suggest they may be experiencing a mental health problem or be at risk of developing one.

o Staff will be alert to potential warning signs that a child may be struggling with their mental health. These may include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually enjoy, physical signs of self-harm, neglecting themselves, suicidal ideation, changes in attendance, engagement, relationships or emotional wellbeing.

o Not every child who displays these behaviours will have a mental health concern. However, staff will remain professionally curious and will record and report any concerns so children can receive appropriate support and early intervention.

• If staff have a concern about a child's mental health or wellbeing, they will follow the school processes for recording and reporting concerns.

- If a mental health concern is also a safeguarding concern, staff will speak to the DSL in line with this policy. The DSL will consider whether the child may benefit from support through universal services or community-based early help, or whether a Request for Support is required.

- Where mental health support is needed, parents/carers will be informed to support the child's wellbeing, unless doing so would place the child at additional risk.

- If staff believe that a child is in immediate danger, emergency services will be contacted using 999 or arrangements will be made for the child to be laten to A&E immediately by a parent/carer or other suitable person. If a child needs urgent help for their mental health but it is not an emergency, help will be sought through NHS 111.

- Swalecliffe Community Primary School will consider the range of locally available support to meet children's mental health and wellbeing needs. This may include internal pastoral support, the senior mental health lead, Mental Health Support Teams, school nursing, early help/ Family Help, NHS services, early support hubs, young future hubs, voluntary sector support and specialist services.

- Swalecliffe Community Primary School will ensure that any mental health support or intervention offered is appropriate to the child's needs, age and phase of education, and is evidenced as safe and effective.

- Swalecliffe Community Primary School will support children's mental health and wellbeing by:
  - Promoting positive mental wellbeing and resilience
  - Observing students and identifying those who may be experiencing mental health problems or be at risk of developing them
  - Ensuring early targeted support is considered and provided where appropriate
  - Liaising with and/or referring to specialist services where needed

• Age / ability appropriate education will be provided to our pupils to help promote positive health, wellbeing and resilience. We are determined as a school to adopt a '**Child first, pupil second**' approach. This means that we focus on the child as an individual first, making sure that they are happy and cared for. This then allows our children to become successful pupils. We are also determined to be **inclusive by design,** ensuring that we consider all children's needs when we plan anything we do in our schools. The school values underpin the curriculum and school ethos to promote positive health, wellbeing and resilience. Jigsaw (PSHE/RSE scheme) ensures secure education approaches are delivered across the whole school.

Children who are absent from education

• In line with the Working Together to Improve School Attendance and Children Missing Education statutory guidance, Swalecliffe Community Primary School recognises that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines.

• A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Children 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 the community.

• Staff will be alert to patterns of absence, persistent absence, severe absence, repeated absence, unexplained absence and children missing from education. Where absence raises a welfare or safeguarding concern, staff will report this to the DSL in line with this policy.

• The DSL will consider whether absence may be linked to wider safeguarding risks within the family or community, including abuse, neglect, exploitation, mental health concerns, domestic abuse, forced marriage, FGM, trafficking, serious violence, county lines, online harm or other extra-familial harm

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

- o Swalecliffe Community Primary School will seek to hold emergency contact information for both parents where appropriate, unless doing so would place a child at risk of harm or be contrary to a court order or other legal restriction.
- o Where contact with a parent or other adult is restricted or unsafe, this will be clearly recorded in line with school safeguarding and record keeping procedures.
- o Swalecliffe Community Primary School will be proactive in understanding children's significant relationships and lived experiences, including the role of fathers, non-resident parents and other adults who may be important in the child's life, where this is appropriate and safe.

• Swalecliffe Community Primary School recognises that a child may be considered missing from education at any stage where their whereabouts, education provision or safety cannot be established.

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

• Where there are concerns that a child may be missing from education, including where the school becomes aware that a child has moved out of area or their whereabouts are unknown, the school will make a referral to KPAS promptly so that appropriate checks can be undertaken. The school will not delay referral while completing local enquiries where this may prevent timely action by the local authority.

• Where there are concerns that a child may be missing from education or where their absence raises welfare or safeguarding concerns, the DSL will make a Request for Support as appropriate.

• Swalecliffe Community Primary School will provide information to the local authority where required when a child is removed from roll, including at standard and non-standard transition points, in line with Children missing education statutory guidance and local procedures.

• Although most early years children are not of compulsory school age, repeated, unexplained, prolonged or unusual absence can be an indicator of safeguarding or welfare concerns.

Children attending alternative provision

• Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and will ensure that the placement is appropriate and meets the child's needs.

• Swalecliffe Community Primary School recognises that children attending alternative provision may have complex needs and may be vulnerable to additional safeguarding risks. Safeguarding arrangements will therefore be considered before, during and throughout the placement.

• Before a placement is agreed, Swalecliffe Community Primary School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the provision. This includes confirmation that the provider will inform the school of any arrangements that may affect the child's safety, including relevant staffing changes, so the school can assure itself that appropriate safeguarding checks remain in place.

• Swalecliffe Community Primary School will carry out appropriate due diligence and quality assurance before commissioning alternative provision and will continue to monitor whether the provision remains safe, suitable and able to meet the child's individual needs.

• Swalecliffe Community Primary School will always know where a child is based during school hours. This includes keeping records of the address of the alternative provision provider and any subcontracted provision or satellite sites the child may attend.

• Alternative provision placements will be reviewed regularly, at least half-termly, to provide assurance that the child is attending regularly, the placement remains safe, and the provision continues to meet the child's needs.

• Where safeguarding concerns arise, the placement will be reviewed immediately and will be suspended or ended, if necessary, unless and until concerns have been satisfactorily addressed.

• The DSL will ensure appropriate safeguarding information is shared with the alternative provision provider, in line with information sharing, confidentiality and data protection requirements, so that the child can be safeguarded and supported effectively.

• Swalecliffe Community Primary School will respond to any safeguarding concerns relating to a child attending alternative provision in line with this policy.

Elective Home Education (EHE)

• Swalecliffe Community Primary School recognises that many home educated children have a positive learning experience, and that parents/carers may choose elective home education with their child's best education at the heart of the decision. Swalecliffe Community Primary School also recognises that elective home education can mean some children are not in receipt of suitable education and may become less visible to the services that are there to keep them safe and supported.

• 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 the School Attendance (Pupil Registration)(England) Regulations 2024 and local Kent guidance.

• Where possible, Swalecliffe Community Primary School will work with the local authority, parents/carers and other key professionals to ensure that the implications of elective home education have been considered before a final decision is made and that decisions are made in the best interests of the child. This will be particularly important where the child has SEND, an Education, Health and Care plan, has or is known to partner agencies, or is otherwise vulnerable.

• Swalecliffe Community Primary School will consider local guidance and tools, including the KSCMP EHE Leavers Checklist, to support proportionate safeguarding checks, information sharing and decision-making before a child is removed from roll. This will include considering the child's lived experience, any existing safeguarding or welfare concerns, parental responsibility arrangements, SEND or EHCP needs, young carer status, attendance, and whether further advice or a Request for Support is required.

• Where there are safeguarding or welfare concerns, the DSL will consider whether a Request for Support is required

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

• Swalecliffe Community Primary School recognises that children may need a social worker due to safeguarding or welfare needs, including abuse, neglect, exploitation or complex family circumstances.

• 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 safeguarding and welfare. This may include responding to unauthorised absence, children absent from or missing education, behaviour, pastoral support, academic support and any wider safeguarding risks within the family or community.

• Where appropriate, information will be shared with relevant staff on a need-to-know basis so that the child can be safeguarded and supported effectively.

Looked after children (including kinship care), previously looked after children and care leavers

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

• Where safeguarding concerns arise for children who are looked after, previously looked after, in kinship care or leaving care, the school will ensure safeguarding action is considered alongside existing care planning, education planning and support arrangements.

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

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

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

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

Young Carers

• Swalecliffe Community Primary School recognises that young carers may have caring responsibilities for a family member with a long-term illness, disability, mental health need, substance misuse issue or other care need.

• Swalecliffe Community Primary School will be alert to the needs of young carers, recognising that caring responsibilities can impact on a child's attendance, attainment, behaviour, emotional wellbeing, relationships and ability to participate fully in school life.

• Early identification is important to ensure young carers receive support at the right time and from the appropriate services. Staff will remain alert to indicators that a child may be a young carer, including changes in attendance, punctuality, concentration, tiredness, homework completion, emotional wellbeing, social relationships or increased responsibilities at home. If staff are concerned that a child may be a young carer, or that caring responsibilities may be affecting their safety, welfare or wellbeing, they will report this to the DSL.

• The DSL will consider what support may be required, including pastoral support within school, reasonable adjustments, support with attendance or learning, and whether advice or support should be sought from external partners, local authority services, health services or young carers services.

• Where caring responsibilities appear to be inappropriate, excessive, unsafe, or are having a significant impact on the child's welfare, the DSL will consider whether a Request for Support should be made.

• Support for young carers is currently available through:

- IMAGO - https://www.imago.community/young-carers-services/young-carers-services
- Kent Young Carers - https://family.kentcht.nhs.uk/education-resource-hub/young-carers/

Children who are privately fostered

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

• Where private fostering arrangements come to the attention of the school, for example, through the normal course of their interaction and promotion of learning activities with children, we must notify Kent Front Door Service 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.

Children who are Lesbian, Gay, Bisexual, or Gender Questioning

• Swalecliffe Community Primary School recognises that a child being lesbian, gay or bisexual is not in itself a risk factor for harm. However, children who are lesbian, gay or bisexual can sometimes be vulnerable to discriminatory bullying, prejudice, harassment or child-on-child abuse.

• Swalecliffe Community Primary School also recognises that children who are perceived by others to be lesbian, gay or bisexual, whether they are or not, can be just as vulnerable as children who are.

• Staff will be alert to the possibility that children who are lesbian, gay or bisexual, or perceived to be, may face additional barriers to sharing concerns, particularly where they do not have a trusted adult they can speak to openly.

• Swalecliffe Community Primary School will take steps to prevent and respond to discriminatory bullying, prejudice and harmful behaviour, including through our safeguarding, behaviour, anti-bullying, curriculum and pastoral arrangements. Where appropriate, sanctions and support will be considered in line with relevant [school/college] policies.

• Swalecliffe Community Primary School will provide a safe, inclusive and trusted environment where children can speak openly, share concerns and be taken seriously. Concerns will be reported to the DSL in line with this policy.

• Appropriate education will be provided through our Relationships Education/Relationships and Sex Education and Health Education curriculum to support respectful relationships, inclusion and the prevention of prejudice-based bullying.

Children who are questioning their gender

• Swalecliffe Community Primary School recognises that some children may question the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

• Swalecliffe Community Primary School recognises that children may express themselves in ways that are less typically associated with their sex, and this is not in itself a safeguarding concern. Staff will avoid making assumptions based on appearance, behaviour, interests or presentation.

• Swalecliffe Community Primary School will be a respectful environment where bullying, harassment, discrimination and harmful behaviour are not tolerated. Staff will be alert to the potential vulnerabilities of children who are questioning their gender, including bullying, family difficulties, online harm, mental health concerns, psychosocial needs or wider safeguarding concerns.

• Staff will take time to listen to and understand the child's thoughts, feelings and experiences. Staff will remain professionally curious and consider the full context of the child's lived experience, including relationships with family, peers and the wider school environment.

- Swalecliffe Community Primary School will respond to children who are questioning their gender in line with KCSIE, ensuring that any support is considered as part of the school's wider safeguarding responsibilities and with the child's welfare and best interests as a central consideration. The school will take a careful, considered and recorded approach, recognising that children's individual circumstances, needs and experiences will vary.

- Swalecliffe Community Primary School will not make assumptions or initiate action regarding social transition. Where a child is questioning their gender, staff will respond sensitively, listen to the child's views and experiences, and consider any support needs or safeguarding concerns in line with this policy.

- Where a child speaks to a member of staff about questioning their gender but does not ask the school to make changes to how they are treated, staff will not normally break confidence unless there is a related safeguarding concern. Where a conversation raises concerns about the child's wellbeing or safety, staff will follow this policy and speak to the DSL.

- Parents/carers will usually be involved as a matter of priority where a child requests support relating to social transition. Their views will be treated with importance and properly considered. In the rare circumstances where involving parents/carers may place the child at greater risk of harm, the DSL will be involved before parents/carers are contacted or any decisions are made.

- Where a child and their parents/carers requests support or changes in relation to social transition, the school will follow an agreed decision-making process, taking account of KCSIE, safeguarding duties, equality and human rights obligations, and relevant school policies.

- When considering any requests for support with social transition, school will ensure our decision-making process is documented and records are kept.

- Swalecliffe Community Primary School will be particularly alert to the vulnerabilities of children who have socially transitioned from an early age, including where their biological sex may not be known to peers or some staff. The DSL will be involved in these cases, particularly where support, safeguarding or wellbeing concerns arise as the child approaches or experiences puberty. Any information will be handled sensitively and recorded appropriately.

- Any decision-making will be child-centred and safeguarding-led. The school will consider what is in the best interests of the child, while also taking account of the safety, welfare, rights and needs of other children who may be affected. The child's voice and lived experience will always be carefully considered, however any agreed response may not always be the same as the child's wishes.

- The DSL and relevant senior leaders will be involved in considering any request for support relating to social transition. The school may also consider relevant advice from parents/carers, clinical professionals, the pastoral staff or other appropriate professionals, depending on the child's circumstances.

- Swalecliffe Community Primary School will take a careful approach when considering any request relating to social transition, recognising that such decisions may have significant implications for the child and others affected, and that arrangements may need to remain flexible and open to review.

- Any requests or issues relating to names, pronouns, uniform, toilets, changing rooms, residential accommodation, sport, trips or other school arrangements will be considered through the school's agreed process and in line with KCSIE, safeguarding duties, equality and human rights obligations, and relevant school policies.

• Swalecliffe Community Primary School will ensure that records are accurate and that relevant staff have the information they need to safeguard and support the child. Information will be shared on a need-to-know basis and managed in line with confidentiality, data protection and safeguarding requirements.

• The school will keep any agreed arrangements under review, recognising that a child's circumstances, wishes or needs may change over time. This includes where new safeguarding information becomes known, where a child wishes to change or reverse previous arrangements, or where arrangements may no longer be meeting the child's needs or the needs of others affected.

• If staff have any concerns about a child who is questioning their gender, including concerns about bullying, mental health, family response, online harm, self-harm, exploitation or any other safeguarding issue, they will report these to the DSL in line with this policy.

• Where a safeguarding or welfare concern is identified, the DSL will consider whether a Request for Support should be made.

• There will be a record made on CPOMS throughout.

Online Safety

• It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Swalecliffe Community Primary 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, establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

• Swalecliffe Community Primary School will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

• Swalecliffe Community Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content**: being exposed to illegal, inappropriate or harmful content. For example, pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation, including fake news, and conspiracy theories.
- **Contact**: being subjected to harmful online interaction with other users or generative AI applications that simulate this: for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm. For example , making, sending and receiving explicit images, including those generated by AI and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

• Staff will maintain an attitude of "it could happen here" in relation to online harm. Any concerns about a child's online safety, digital activity or technology use will be reported to the DSL in line with this policy.

• The governing body and leadership team will ensure that online safety is reflected within the school's safeguarding arrangements and that appropriate systems, policies, procedures, training and monitoring are in place.

• The DSLs have overall responsibility for online safety within the school including understanding the filtering and monitoring systems and processes in place. The DSL will work with senior leaders, IT staff/providers, curriculum leads and other relevant staff to ensure online safety concerns are recognised, reported and responded to appropriately.

• The DSLs will respond to online safety concerns reported in line with our child protection and other associated policies, including our School Behaviour and Anti Bullying Policy and Social Media Policy.

• Internal sanctions and/or support will be implemented as appropriate.

• Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

• Swalecliffe Community Primary School uses a wide range of technology. This includes computers, laptops, tablets, iPads and other digital devices, the internet, our learning platform and email systems.

• All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Early Years Additional Information – children's use of technology, screen use and online safety learning.

• Swalecliffe Community Primary School recognises that young children may use digital devices and online content in different contexts, including at home, in the community and, where relevant, within the setting.

• Swalecliffe Community Primary School will support children to use technology safely and appropriately in ways that are suitable for their age, development, communication needs and understanding.

• Online safety learning in early years will be embedded through everyday practice, adult modelling, play, conversations, routines and supervision. This may include helping children understand safe and unsafe situations, privacy, asking for help, using devices with safe adults, and what to do if something worries or upsets them.

• Any learning about online safety will be age appropriate and will not expose children to unnecessary or frightening detail. Staff will focus on simple, positive and developmentally appropriate messages about safety, boundaries, feelings, kindness, privacy and seeking help from safe adults. Please see our curriculum policies which outline how this is achieved.

• Where technology is used with children, it will be planned, purposeful, age appropriate and supervised. It will support children's learning, development, communication or care needs and will not replace face-to-face interaction, communication, play, physical activity, rest, care routines or real-world exploration.

• Where children use setting-provided devices, apps, online resources or digital content, this will be through approved tools following appropriate risk assessment. Staff will ensure resources are purposeful, age appropriate, accessible and suitable for the child's stage of development.

• Children will not access or use internet-enabled devices alone or only with other children. Staff will supervise, monitor and support children's use of technology according to their age, development, communication needs and any additional vulnerabilities.

Generative Artificial Intelligence (AI)

• Swalecliffe Community Primary School recognises that generative artificial intelligence (AI) tools can support teaching, learning, communication and administrative tasks when used safely, lawfully and appropriately
• However, it is important to recognize that AI tools can also pose safeguarding risks to our community as well as moral, ethical and legal concerns. This includes, but is not limited to:

- Exposure to inappropriate or harmful content, including bullying, harassment, abuse and exploitation
- The creating and sharing of AI-generated or digitally manipulated images
- Privacy and data protection breaches / risks
- Intellectual property infringements
- Academic integrity challenges such as plagiarism and cheating
- Exposure to inaccurate, misleading or biased content.

• Swalecliffe Community Primary School only permits the use of generative AI tools fowhich have been approved and are provided by the school for work and/or educational purposes, following the senior leadership team undertaking risk assessments and/or data protection impact assessments prior to use. The risk assessment will evaluate whether the tool meets the DfE generative AI product safety standards expectations and will consider safeguarding, data protection, privacy, confidentiality, age and ability of users, content risks, bias and accuracy, intellectual property, academic integrity, information security and how use will be monitored or reviewed

Swalecliffe Community Primary School will maintain a record of all generative AI tools approved for staff and/or students. This includes:

- Chat GPT
- Microsoft Co-Pilot
- Twinkl Ari A

• Staff and pupils will be made aware of the benefits and risks of using generative AI tools and the school expectations by:

- Relevant staff training

• AI tools that record, transcribe, summarise or generate notes from meetings, lessons, training or online discussions must only be used where approved by the school and in line with safeguarding, confidentiality, consent, data protection and acceptable use arrangements. All participants will be made aware where such tools are being used and how any information will be captured, used, stored and shared.

• Swalecliffe Community Primary School recognises that the use of images online, including through AI tools, can create safeguarding, privacy and data protection risks for children and staff. Images of students or staff must not be uploaded to, generated by, edited in, or shared through AI tools unless risk assessed and approved by the school. Any taking or publishing of images of students or staff will always be in line with our image use, consent, acceptable use, data protection and safeguarding arrangements.

• Swalecliffe Community Primary School will respond to any misuse of AI in line with relevant Policies including but not limited to, anti-bullying, behaviour, data protection, complaints and child protection.

• Concerns involving AI-generated or digitally manipulated content, including nude or semi-nude imagery, harmful impersonation, bullying, harassment, abuse or exploitation, will be reported to the DSL and responded to in line with this policy.

• Where the school believe that AI tools may facilitated the creation of child sexual abuse material, the school will respond in line with policy, local safeguarding procedures, the UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and national guidance from the IWF and NCA-CEOP as appropriate.

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

Mobile and Smart Technology

• Swalecliffe Community Primary School recognises the safeguarding risks that can be posed by mobile phones, smart devices and wearable technology. This includes devices that can send or receive messages or notifications, connect to mobile networks or the internet, record images, audio or video, or share location information, and may include but is not limited to, devices with built-in mobile connectivity, smart phones, smart watches, smart glasses, fitness trackers and other wearable technology.

• Our wider approach to mobile phones, smart devices and wearable technology, including expectations for pupils/students, staff, visitors and parents/carers, is set out in our Mobile and Smart Technology Policy.

• Swalecliffe Community Primary School will operate in line with the expectation that schools are mobile phone-free environments by default. Pupils will not have access to mobile phones during the school day, including during lessons, transition times, breaktimes and lunchtimes, except where an agreed exception applies. Any exceptions will be determined by the school leadership team in line with safeguarding, behaviour, accessibility, reasonable adjustment and considerations around individual need, and will be set out in the school mobile phone and smart technology policy.

• Swalecliffe Community Primary School recognises that while restrictions on mobile phone use, including operating mobile-free environments, can help to manage safeguarding risks, such measures are most effective when embedded within a wider safeguarding and behaviour framework. Clear, proportionate and consistently applied expectations, alongside education that promotes safe and respectful online behaviour, strong and supportive relationships and robust safeguarding and anti-bullying policies, are essential to support safe and appropriate use.

• Swalecliffe Community Primary School recognises that safeguarding concerns involving mobile phones, smart devices and wearable technology may arise outside of school, but still affect children's safety, wellbeing, relationships, attendance or learning. Such concerns will be reported to the DSL and responded to in line with this policy.

• Swalecliffe Community Primary School will ensure that mobile phone and smart technology expectations do not discourage students from disclosing safeguarding concerns. Where a student needs to report messages, images, videos, posts or other content as part of reporting a concern, staff will respond in line with this policy, avoid viewing or sharing illegal or harmful content unnecessarily, and report the concern to the DSL.

Appropriate filtering and monitoring on school devices and networks

• Swalecliffe Community Primary School will do all we reasonably can to limit children's exposure to online harm through school provided devices, and networks in line with the requirements of the Prevent Duty and KCSIE; we will ensure that appropriate filtering and monitoring systems are in place.

• Filtering and monitoring are part of our wider safeguarding approach and will be supported by effective supervision, staff training, clear policies, curriculum education, regular risk assessment and timely response to concerns.

• Swalecliffe Community Primary School recognises the distinction between filtering and monitoring. Filtering is preventative and controls access to illegal, inappropriate or harmful content and services. Monitoring observes and reports on user activity to support safeguarding intervention where concerns are identified.

• Filtering and monitoring arrangements will be informed by the school's safeguarding risk profile. This will include the age and ability of children, children who may be at greater risk of harm, how often children access technology, the devices and systems used, remote access arrangements, any use of personal devices, and the risks identified through the Prevent duty risk assessment.

• Swalecliffe Community Primary School recognises that filtering and monitoring must be effective in real-world use and not limited to traditional web browsing. The school will seek to ensure application of appropriate filtering and monitoring across websites, apps, cloud services, embedded browsers, mobile devices, remote access and generative AI tools, including any technical limitations.

• When implementing appropriate filtering and monitoring, Swalecliffe Community Primary School will ensure that systems are configured to help protect children from illegal, inappropriate and harmful content, while avoiding unreasonable restrictions that could limit what children can be taught about online safety, safeguarding and the safe use of technology.

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

• Pupils will use appropriate search tools, apps and online resources and digital platforms that are appropriate to their age, as identified by staff, following an informed risk assessment and/or data privacy impact assessment as relevant.
• Internet use will be supervised by staff as appropriate to pupils' age, ability and potential risk of harm:

- KS1 children will be directly supervised by a member of staff.
- Pupils identified as being at potentially greater risk of harm will always be directly supervised by an adult.

Responsibilities

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

• The Executive Headteacher and each Head of School, has operational responsibility for filtering and monitoring and will work with the Safeguarding Governor to ensure there is oversight of the school's approach to meeting the DfE Filtering and Monitoring Standards for Schools and Colleges.

• Our senior leadership team is responsible for:
  - Ensuring filtering and monitoring systems are appropriate to the school context and safeguarding risk profile.
  - Procuring filtering and monitoring systems.
  - Documenting decisions on what is blocked or allowed and why.
  - Ensuring reviews and checks are completed and recorded.
  - Overseeing reports.
  - Ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
  - Ensuring the DSL and IT Service Providers / IT Support Staff have sufficient time and support to manage their filtering and monitoring responsibilities.

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

• The IT Service Provider / IT Support Staff have technical responsibility for:
  - Maintaining filtering and monitoring systems.
  - Providing filtering and monitoring reports.
  - Completing technical actions identified following any concerns or checks to the systems.
  - Working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.

• All staff will receive information about filtering and monitoring as part of induction and ongoing safeguarding training. This will include their responsibilities for reporting concerns, responding to incidents, following acceptable use expectations and escalating concerns where filtering or monitoring may not be working effectively.

• All staff, pupils and parents/carers have a responsibility to follow this policy, the school's acceptable use policy and to report and record any filtering or monitoring concerns.

Decision making and reviewing our filtering and monitoring provision

• When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSL and our IT Service and Support Staff to ensure systems are appropriate to the school's needs and circumstances.

• Decisions about filtering and monitoring will be informed by the school's safeguarding risk profile. This will include consideration of:
  - the age and ability of students
  - children who may be at greater risk of harm
  - how often students access technology
  - our local context, including contextual safeguarding concerns
  - the devices, systems, platforms and networks in use
  - remote access arrangements
  - any use of Bring Your Own Devices (BYOD)
  - the school's Prevent duty risk assessment
  - emerging risks, including mobile platforms, apps, cloud services and generative AI.

• Decisions about what is blocked or allowed, and the rationale for those decisions, will be recorded. Any changes to filtering and monitoring arrangements will be assessed by staff with appropriate safeguarding, educational and technical knowledge and approved by the leadership team. Changes will be logged and recorded.

• Reviews of filtering and monitoring provision will be carried out at least once every academic year by the senior leadership team member responsible for filtering and monitoring, with support from the DSL and IT Provider / IT Support Staff. Reviews will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record will be kept of these checks.

- ○ Reviews will consider whether filtering and monitoring remain effective across all relevant devices, systems and locations, including school-owned devices, mobile devices, apps, embedded browsers, cloud services, remote access, guest access and any permitted personal device use.
- ○ Filtering and monitoring arrangements will be reviewed earlier than the annual review where there is a safeguarding concern, a change in technology or working practice, the introduction of new systems or devices, changes to remote access or personal device arrangements, or updates to local or national guidance

• Swalecliffe Community Primary School will also undertake regular and active checks on filtering and monitoring systems to ensure they are working effectively in practice and as expected.

- ○ These checks will be recorded and used to provide assurance to the governing body that filtering and monitoring arrangements remain appropriate, effective and aligned with safeguarding responsibilities.
- ○ Checks will be undertaken from both a safeguarding and technical perspective and will consider the school context and risk profile. This may include checking different devices, accounts, user groups, filtering policies, locations, apps, mobile devices, remote access arrangements and AI tools where relevant.

- ○ These checks are achieved by:

    - Using the KCSIE recommended **Test Filtering** to check the application of the filtering system for illegal and inappropriate content.
    - Using the timescale identified in the risk assessment, for example a termly check, these will be undertaken jointly by 2 members from the Senior Leadership Team
    - Checks are undertaken in a school office so that confidentiality can be ensured during working hours, where no pupils will be present.
    - Checks are logged and recorded.
    - Any technical concerns are flagged with SNS UK Ltd.
    - Safeguarding concerns will be actioned by the DSL in line with this policy.

Appropriate filtering

• Swalecliffe Community Primary School's education internet connectivity is provided through Trooli and Swalecliffe Community Primary School uses Netsweeper Filtering to block access to harmful content.
• Netsweeper blocks school provided internet access to illegal content and activity as identified in the Online Safety Act, including:

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

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

• Netsweeper is a member of Internet Watch Foundation (IWF) and uses IWF services to block access to CSAM.
• Netsweeper has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
• Netsweeper blocks school provided internet access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content or activity which promotes hate speech or discrimination, gambling, harmful bullying content, malware / hacking, mis-disinformation, privacy and copyright theft, pornography, self-harm and eating disorders and/or violence against women and girls.

• Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices, systems and networks, and all devices using the school internet connection with the Netsweeper agent.

• We filter internet use on all school owned, or provided, internet enabled devices and networks. This is achieved by:

- ○ Any iPad or mobile device that is connected to the school's network using the Netsweeper agent is given pupil level filtering by default unless otherwise specified
- ○ Netsweeper allows for identification by both IP and Username
- ○ Layer 7 Firewalling and zero-day threat protection with Palo Alto Firewalls
- ○ High speed internet connectivity with Cisco switches and routers
- ○ Internet content filtering with Netsweeper Web Filter
- ○ Cisco Email spam filtering
- ○ Remote Access into the school LAN with Pulse Secure VPN.
- ○ These services all work together to protect the schools for constant threats on the internet to provide defence in depth protection.
- ○ MGfL have Palo Alto firewalls with additional features to protect schools, features include:

    - Blocking vulnerability attacks including port scans, buffer, overflows, protocol fragmentation and obfuscation, preventing attacks such as Heartbleed from extracting data from servers.
    - Command and Control (Spyware) to prevent compromised PCs from transmitting important data or ransomware encrypting files.
    - DNS sink holing outbound requests to malicious DNS entries. Preventing users from being able to resolve the IP address of command and control servers. This is also enhanced by using the government DNS sink holing service to provide two levels of DNS protection.
    - Malware protection – blocks malware from reaching hosts.
    - Palo Alto Wildfire to block zero-day malware and exploits. Unknown files transmitted through the firewall and sandboxed to identify whether it is a new threat. The information is then shared globally with Wildfire customers every five minutes to keep our firewalls updated with the latest threat information.
    - URL filtering to add an additional layer of filtering protection. Used to block additional URL threats not currently blocked by Netsweeper.

○ The DSL and Leadership Team will work with our SNS UK Ltd. IT Technician Trooli and Netsweeper as appropriate and as identified in this policy, to ensure that our filtering policy is continually checked and reviewed to reflect our needs and requirements.

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

  - turn off monitor/screen,
  - report the concern immediately to a member of the leadership team and Senior IT Technician
  - report the URL of the site to technical staff/services.

  ○ Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies, including our Child Protection (this policy), Acceptable Use Policy, Managing Allegations Against Staff Policy, Staff Code of Conduct and School Behaviour Policy.

  ○ Parents/carers will be informed of filtering breaches involving their child, unless to do so would put a child at risk of harm or compromise a criminal investigation

  ○ Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies, including but not limited to the Internet Watch Foundation (where there are concerns about child sexual abuse material), Kent Police, NCA-CEOP, the Local Authority Designated Officer (LADO) or Front Door Service.

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

Appropriate monitoring

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

  ○ Ensuring appropriate supervision when devices are used i.e. adults with children and staff circulating working spaces while children are using devices.
  ○ Pupils reminded of appropriate use and knowing to report inappropriate use to staff immediately.
  ○ Computing and PSHE lessons to support children's understanding of appropriate use.
  ○ Online safety posters on display are referred to.

- In accordance with our Mobile Phone and Smart Devices policy, Swalecliffe Community Primary School has clear expectations regarding the use of personal mobile phones and smart devices by staff, visitors and students. Where personal devices of staff and/or visitors are permitted to access school systems or networks, the school will consider how filtering and monitoring applies in line with safeguarding, data protection, human rights and privacy requirements.

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

○ Monitoring systems and processes will be supported by sufficient staff capacity, appropriate safeguarding expertise and clear processes to review, prioritise and act on alerts or reports.

○ If a concern is identified via our monitoring approaches:

○ Where the concern relates to pupils, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies.
○ Where the concern relates to staff, it will be reported to the Executive Headteacher (or Chair of Governors if the concern relates to the Executive Headteacher).
○ Where the concern relates to a technical issue or system limitation, it will be reported to the relevant senior leader / IT Support Staff / IT Provider.

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

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

Information Security and Access Management

• Swalecliffe Community Primary School recognises that information security and access management are part of our wider safeguarding responsibilities. Appropriate security measures will be in place to help protect children, staff, systems, personal information and safeguarding records.

• Swalecliffe Community Primary School will take appropriate action to strengthen cyber security, reduce the risk of disruption, prevent data breaches and mitigate safeguarding risks, in line with the DfE Cyber security standards for schools and colleges and relevant data protection law requirements.

• Swalecliffe Community Primary School will ensure expectations are in place for secure access to systems and information. This includes arrangements relating to passwords, account access, user permissions, multi-factor authentication where applicable, use of school systems, secure storage of information, reporting concerns and responding to incidents.

• Swalecliffe Community Primary School will review the effectiveness of information security, access management and cyber security arrangements periodically, and in response to cyber incidents, data breaches, system changes, technology developments or updates to national guidance.

• The Executive Headteacher, a member of the senior leadership team and the Safeguarding Governor, are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

• Staff will report concerns about data breaches, cyber security incidents, inappropriate access to systems, lost or stolen devices, compromised accounts, phishing, malware or risks to safeguarding information in line with school procedures.

Remote/Online learning

• Swalecliffe Community Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with safeguarding, privacy, data protection, acceptable use and online safety requirements and any local/national guidance.

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

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

• Staff and pupils will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour, staff code of conduct and acceptable use policies.

• Staff will only use school approved platforms, accounts and communication methods when delivering remote learning or communicating with students and families. Any exceptional circumstances which mean this cannot be followed must be discussed with the DSL and/or senior leadership.

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

• Where remote learning raises a safeguarding or welfare concern, staff will report this to the DSL in line with this policy. The DSL will consider whether a Request for Support should be made.

• Further expectations for remote learning are set out in our Acceptable Use / Remote Learning Acceptable Use Policy (AUP)

Online Safety Training for Staff

• Swalecliffe Community Primary School will ensure that online safety is included within safeguarding and child protection training for all staff, including at induction and through regular updates.

• Training and updates will include staff roles and responsibilities in relation to online safety, including filtering and monitoring, acceptable use, reporting concerns and responding to online safety incidents.

• Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of an overarching safeguarding and child protection training approach

Educating Pupils

• Swalecliffe Community Primary School will ensure that students receive age and ability appropriate education to help them understand online risks and how to stay safe online.

• Online safety education will support students to understand safe and respectful use of technology, including content, contact, conduct and commerce risks, reporting concerns and seeking help.

• Online safety will be addressed through the curriculum and wider safeguarding education and other appropriate opportunities.

• Online safety is specifically taught as part of the PSHE curriculum, within the computing curriculum, and across the curriculum whenever children are accessing the internet. We also take part in online safety week, and ensure that we update the content of all of the above to match the ever-changing world, and the new dangers which it presents.

• Where incidents occur, then the opportunity is taken for children and adults to learn from what has happened, this includes things at home and at school. This may involve specific interventions for individuals or groups, or the whole class or year group affected.

• Where new risks become known, we will follow the recommendations on how to ensure that we inform and equip children to manage these in an age-appropriate way.

Working with Parents/Carers

Swalecliffe Community Primary School will work in partnership with parents/carers to support children's online safety. We will use appropriate communication channels to reinforce the importance of children being safe online and to share information about online risks, safe technology use, reporting routes and how parents/carers can support children at home.

- Providing information and advice on the school websites
- Newsletter
- Parents Evenings
- Individual support as required

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

• This information can be found on the school website.

• Parents/carers will usually be informed and involved where online safety concerns arise involving their child, unless doing so may place a child at increased risk of harm or could undermine a police or statutory safeguarding response.

• Where the school is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in a proportionate and safeguarding-led way. Communications with children, staff and parents/carers will aim to provide clear, helpful advice without unnecessarily amplifying harmful content or creating avoidable anxiety.

Reviewing Online Safety

• Swalecliffe Community Primary School recognises that technology, and the risks and harms related to it, evolve and change rapidly.

• The school will review its approach to online safety at least annually, supported by a risk assessment which considers and reflects the current online risks faced by students.

-Online safety in Kent is reviewed and managed through a multi-agency safeguarding approach involving local councils, education services, law enforcement, and community campaigns. The main platform used is accessed via the Kent Education Learning and Skills Information (KELSI) platform.
- The Deputy DSL (in this case the Deputy Headteacher) will oversee the annual review that will take into consideration pupil, staff and parent voice. Alongside, data provided by Netsweeper (our filtering provider) and any current priorities. Any findings and actions are reported to the governing body during FGB.

• The review will consider the effectiveness of the school's wider online safety arrangements, including policies and procedures, staff training, curriculum, student voice, parental engagement, incident records, filtering and monitoring assurance, mobile and smart technology, artificial intelligence, remote learning and information security.

• The governing body, federation leadership team and DSL will use the outcomes of online safety reviews to identify strengths, address gaps and improve the school's approach to keeping children safe online.

Staff Engagement and Expectations

Staff Awareness, Induction and Training

• All members of staff have been provided with and are required to read, part one of 'Keeping Children Safe in Education' which covers safeguarding information for staff.

• All staff who work directly with children will also read Annex A of KCSIE, which provides further information to support safeguarding practice.

• Swalecliffe Community Primary School leaders, including the DSL, Executive Headteacher, Governos and relevant senior leaders, will read the full version of KCSIE to ensure they understand the statutory safeguarding requirements placed on schools and colleges.

• Staff will also be directed to any additional sections of KCSIE, local procedures, or school policies that are relevant to their role, responsibilities or the children they work with.

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

• All staff will be made aware of the systems within Swalecliffe Community Primary School which support safeguarding as part of induction. This will include, but is not limited to:

  - this child protection policy
  - the behaviour policy, including measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying
  - the staff code of conduct, including expectations regarding low-level concerns, allegations against staff, whistleblowing, acceptable use of technology, staff/student relationships and communication, including use of social media
  - the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods
  - the role and identity of the DSL and any deputy DSLs
  - how to report safeguarding concerns, including concerns about children, staff, safeguarding practice or online safety.

• All new staff and volunteers, including agency, supply and third-party staff where appropriate, will receive safeguarding and child protection training as part of induction. This will include online safety and an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.

• Induction training will ensure staff understand the school's internal safeguarding processes, how to identify and report, respond and record concerns, and how to follow Kent safeguarding procedures, including the role of the DSL and making a Request for Support to the Front Door Service where relevant.

• All staff, including agency, supply and third-party staff where appropriate, will receive safeguarding and child protection training, including online safety, which is updated at least annually. This will ensure staff are aware of a range of safeguarding issues, understand their responsibilities and know how to report concerns.

• Online safety training for staff will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. This will include staff responsibilities in relation to online safety, acceptable use, mobile phones/smart devices, filtering and monitoring, reporting concerns and responding to online safety incidents.

• In addition to specific safeguarding and child protection training, all staff will receive regular safeguarding and child protection updates, including online safety, as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively including email updates, CPOMS updates, and staff meetings.

• Swalecliffe Community Primary School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies. This will be achieved for example, via input from knowledgeable and experienced staff, at staff meetings, briefings and CPD sessions.

• All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated via annual invitation to the whole school safeguarding training. Governors are also able to access training from both The Education People and National Governance Association via the memberships held on their behalf.

• When considering safeguarding training requirements, Swalecliffe Community Primary School will have regard to the Teachers' Standards, including the expectation that teachers manage behaviour effectively to ensure a good and safe educational environment and have a clear understanding of the needs of pupils.

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

Safer Working Practice

• Swalecliffe Community Primary School will take steps, through this policy and other relevant school policies and procedures, to promote a culture of continuous vigilance, deter and prevent abuse, and ensure that inappropriate and unsafe behaviour is challenged and responded to appropriately.

• All staff, volunteers, contractors, agency and third-party staff are expected to work within clear expectations for safe and professional conduct as set out in the school behaviour policy, staff code of conduct, acceptable use arrangements and other relevant policies. This includes expectations relating to professional boundaries, communication with children and families, physical contact, one-to-one working, confidentiality, information sharing, use of technology, social media, mobile and smart devices, and reporting concerns about the conduct of adults

• Staff will be made aware of the school procedures for reporting and responding to concerns about adults working with children, including allegations, low-level concerns and whistleblowing. Concerns will be managed in line with the relevant sections of this policy and any other relevant school policy.

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

• All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant Swalecliffe Community Primary School policies, including Staff Code of Conduct, Mobile and Smart Technology Policy, Acceptable Use Policy, and Social Media Policy.

Supervision and Support

• Swalecliffe Community Primary School will provide appropriate supervision, guidance and support for staff so that they are able to fulfil their safeguarding responsibilities effectively.

• The school will ensure that staff are supported to understand and carry out their responsibilities for safeguarding and promoting the welfare of children, including knowing when and how to seek advice from the DSL.

• Staff will be supported by the DSL in their safeguarding role, including through advice, guidance, debriefing and opportunities to discuss concerns where appropriate.

• Swalecliffe Community Primary School recognises that safeguarding work can be complex and emotionally demanding. Any member of staff affected by issues arising from concerns about children's welfare or safety can seek support from the DSL, [headteacher/principal] or other appropriate senior leader.

• Where appropriate, the DSL or senior leaders may signpost staff to external sources of professional support. Staff may also seek support directly from organisations such as their union or other relevant professional support services.

• Swalecliffe Community Primary School will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.

• All members of staff have regular reviews of their own practice to ensure they improve over time.

Early Years Additional Information:

• Swalecliffe Community Primary School will ensure staff receive appropriate supervision in line with the safeguarding and welfare requirements of the EYFS.

• Supervision will be a regular, planned and accountable two-way process which provides support, coaching, reflection and constructive challenge. It will help staff develop their knowledge, skills and confidence, promote children's interests, and support safe and effective safeguarding practice.

• Supervision will provide opportunities for staff to discuss children's development, wellbeing, behaviour, care needs and any safeguarding or child protection concerns. It will also enable staff to discuss concerns about professional practice, including their own practice, the setting's practice or a colleague's practice.

• Supervision will support a culture of openness, mutual support, teamwork and continuous improvement, and will provide a confidential space to discuss sensitive issues, including the emotional impact of safeguarding work.

• Supervision arrangements will be clear, consistent and recorded. Swalecliffe Community Primary School will agree how supervision will take place, including the frequency, format, record-keeping arrangements, confidentiality expectations and how actions will be followed up.

• Supervision will take place through one to one supervision arrangements.

• Supervision will help ensure that:

- staff are competent and confident in carrying out their safeguarding responsibilities
- staff know how to identify, record and report concerns
- staff are supported by the DSL in their safeguarding role
- concerns about children's safety, welfare, development or wellbeing are discussed and followed up
- staff have opportunities to reflect on practice, identify learning needs and improve over time
- staff wellbeing and the emotional impact of safeguarding work are considered.

• Records of supervision, including agreed actions and outcomes, will be stored securely and managed in line with confidentiality, safeguarding and data protection requirements.

• Swalecliffe Community Primary School will review supervision arrangements at least annually, or following significant incidents or changes, to ensure they remain effective and support safeguarding practice, staff wellbeing and positive outcomes for children.

• Any member of staff affected by issues arising from concerns about a child's welfare or safety can seek support from the DSL or another appropriate senior member of staff.

• The DSL may signpost staff to external professional support where appropriate. Staff may also seek support from relevant professional associations, unions or other appropriate organisations.

Safer Recruitment and Allegations

Safer Recruitment and Safeguarding Checks

• Swalecliffe Community Primary School is committed to ensure that a safe culture is developed and that all steps are taken to engage and deploy staff, supply teachers, trainee teachers, volunteers, contractors, agency staff and other third-party staff who are safe and suitable to work with or around children. . We recognise we must ensure that people looking after children are suitable, have the relevant qualifications, training and gave passed any required checks to fulfil their roles.

• Swalecliffe Community Primary School will follow Part Three 'Safer Recruitment' of Keeping Children Safe in Education (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS) when recruiting staff, supply teachers, trainee teachers, volunteers, contractors, agency staff and others who may work with or around children.

• The governing body and leadership team are responsible for ensuring that the Swalecliffe Community Primary School follows safe recruitment processes as outlined within the KCSIE guidance.

• Swalecliffe Community Primary School will ensure safer recruitment, safeguarding checks and related decision making are carried out fairly, proportionately and in line with safeguarding duties, equality legislation and, where applicable, the Public Sector Equality Duty

• The governing body and leadership will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

• Swalecliffe Community Primary School maintains an accurate Single Central Record (SCR) in line with statutory guidance.

• Where required, Swalecliffe Community Primary School will complete relevant professional status, prohibition, restriction, sanction or direction checks, in line with Part three of KCSIE.

• Swalecliffe Community Primary School will consider and comply with relevant requirements relating to the Childcare Disqualification Regulations 2009 and obligations under the Childcare Act 2006, where applicable.

• Swalecliffe Community Primary School will determine whether roles, including volunteer roles, are regulated activity in line with KCSIE, DfE Regulated activity in relation to children: scope supporting guidance and relevant legislation. Appropriate safeguarding checks will be completed before individuals start work or volunteering, as required by statutory guidance.

• All staff working in or on behalf of the school are expected to disclose any information that may affect their suitability to work with children. This may include convictions, cautions, court orders, reprimands, warnings or other relevant information and any information where their personal circumstances or associations may present a relevant safeguarding risk. This includes information arising during employment, not only at the point of recruitment. Any information shared will be considered proportionately and in line with safeguarding, HR, data protection and LADO guidance.

• Where Swalecliffe Community Primary School places a student with an alternative provision provider, we will obtain appropriate written safeguarding assurance from the provider before the placement starts. This will include confirmation that relevant safeguarding checks have been completed for individuals working at the provision. Further information about our safeguarding responsibilities for children attending alternative provision as set out above.

• Where the School organises work experience placements, we will follow the advice and guidance as identified in Part Three of KCSIE. including consideration of supervision arrangements, safeguarding responsibilities and any checks required for adults involved in the placement.

Early Years Safer Recruitment and Safeguarding Checks

- Where Swalecliffe Community Primary School is committed to creating a safe culture and ensuring that safer recruitment procedures help deter, reject or identify people who may be unsuitable to work with children.

- The Executive Headteacher will ensure recruitment, vetting and appointment processes place safeguarding at their centre and are carried out in line with the EYFS safeguarding and welfare requirements, relevant legislation and local safeguarding expectations.

- Where Swalecliffe Community Primary School will ensure that people working or volunteering in the setting are suitable, have the relevant qualifications, training and skills for their role, and have completed required checks before they begin work or volunteering, where required by the EYFS and statutory requirements.

- The Executive Headteacher will ensure safer recruitment processes are followed for staff, students, volunteers, agency staff, third-party staff and any other adults working in or on behalf of the setting. At least one person involved in recruitment will have completed appropriate safer recruitment training.

- To check and confirm the suitability of new recruits, Swalecliffe Community Primary School will obtain and consider references before employment in line with the EYFS safeguarding and welfare requirements.

- When obtaining references, Swalecliffe Community Primary School will:

  - not accept open references, for example “to whom it may concern”

  - not rely on applicants to obtain their own references

  - ensure references are from the applicant’s current employer, training provider or education setting, and completed by a senior person with appropriate authority

  - not accept references from a family member

  - obtain verification of the applicant’s most recent relevant employment where they are not currently employed

  - seek a reference from the relevant employer from the last time the applicant worked with children, where applicable

  - ensure electronic references originate from a legitimate source

  - contact referees to clarify information where a reference is vague, unclear or incomplete

  - compare the information provided in the application with references and explore any discrepancies with the applicant

- establish the reason for the applicant leaving their current or most recent post
- ensure any concerns are resolved satisfactorily before appointment is confirmed.

• Swalecliffe Community Primary School will obtain appropriate Disclosure and Barring Service checks in line with the EYFS and statutory requirements. This includes an enhanced DBS check for relevant persons aged 16 and over.

• Swalecliffe Community Primary School will ensure that new employees and relevant volunteers do not begin work or volunteering until required enhanced DBS and barred list checks have been received, where required by the EYFS and statutory requirements.

• Where required, barred list checks, overseas checks, right to work checks, identity checks, qualification checks and any other suitability checks will be completed in line with statutory requirements and setting procedures.

• Where an applicant has lived or worked outside the UK, Swalecliffe Community Primary School will consider what additional checks or evidence may be required to assess suitability.

• Where information is returned on a DBS certificate or other suitability check, Swalecliffe Community Primary School will seek appropriate advice before confirming suitability. This may include advice from HR, the LADO, legal advisers or another relevant professional. A proportionate written risk assessment will be completed to record the information considered, advice received, decision made and any control measures required.

• The Executive Headteacher will take appropriate steps to verify qualifications, including where physical evidence cannot be produced.

• Swalecliffe Community Primary School is aware of the requirement to consider ongoing suitability and disqualification. All staff, volunteers, students, agency staff, third-party staff and anyone working in or on behalf of Swalecliffe Community Primary School are expected to disclose any information that may affect their suitability to work with children. This may include convictions, cautions, arrests, charges, court orders, reprimands, warnings, disqualification matters or other relevant information, including where their personal circumstances or associations may present a relevant safeguarding risk. This includes information arising during employment, not only at the point of recruitment. Any information shared will be considered proportionately and in line with safeguarding, HR, data protection, disqualification and LADO guidance.

• Swalecliffe Community Primary School will ensure all staff and volunteers read and understand the child protection policy and staff code of conduct and understand that their conduct and practice must be consistent with these expectations.

• Swalecliffe Community Primary School will maintain accurate recruitment and vetting records. These records will include, as appropriate:

- date of recruitment
- identity checks
- references obtained and checked
- qualification checks
- DBS check reference number, date obtained and who obtained it
- barred list checks, where applicable
- right to work in the UK checks

- overseas checks, where applicable
- disqualification and suitability checks
- date checks were completed and any related risk assessment decisions, where applicable
- any other relevant safer recruitment information.

• Recruitment and vetting records will be stored securely and managed in line with data protection, confidentiality and safeguarding requirements.

• When Swalecliffe Community Primary School is asked to provide a reference for a current or previous employee, this will be completed in a timely manner by a senior person with appropriate authority. References will be factual and will confirm whether the setting was satisfied with the person's suitability to work with children.

• References provided by Swalecliffe Community Primary School will include relevant factual information about substantiated safeguarding concerns or allegations that meet the harm threshold.

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

• Swalecliffe Community Primary School will ensure there are clear processes in place to manage any safeguarding concern or allegation, no matter how small, about any adult working in or on behalf of the school. This includes staff, supply teachers, trainee teachers, volunteers, contractors, agency staff and other third-party staff or organisations working with children.

• Swalecliffe Community Primary School will respond to any concern or allegation about an adult working in or on behalf of the school in line with Part four of KCSIE and local Kent allegations management arrangements. This includes concerns or allegations that meet the 'harm threshold' and concerns that do not meet the harm threshold, sometimes referred to as 'low-level concerns'.

• Swalecliffe Community Primary School will work with relevant agencies, including the Local Authority Designated Officer (LADO) as appropriate. The LADO provides advice and oversight where concerns or allegations indicate that an adult working with children may have harmed a child, may pose a risk of harm to children, may have committed a criminal offence related to a child, or may not be suitable to work with children. In Kent, the LADO function is undertaken by the LADO Education Safeguarding Advisory Service (LESAS).

• Detailed information about how concerns and allegations are managed can be found in our managing allegation against staff policy.

• Concerns or allegations will be recorded and dealt with appropriately. Ensuring concerns are managed effectively protects children and also protects adults working in or on behalf of the school from potential false allegations, misunderstandings or unsafe practice going unaddressed.

• If staff have a safeguarding concern or an allegation is made that another adult working in or on behalf of the school has harmed a child, may have harmed a child, or may pose a risk of harm to children, this will be referred to the Executive Headteacher. The Executive Headteacher will consider whether an onward referral to the LADO is required.

• Where the concern or allegation is about the Executive Headteacher, or where there is a conflict of interest in reporting the matter to the Executive Headteacher this will be referred to the Chair of Governors, who will contact the LADO. Where there is a conflict of interest in reporting the matter to the Chair of Governors, the concern will be reported directly to the LADO.

• Where Head of School / Executive Headteacher are unsure how to respond, for example if the School is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Form.

• Where the concern relates to a trainee teacher, the school will consider the concern in line with Part four of KCSIE, local Kent allegations management arrangements and any relevant partnership arrangements with the training provider. Safeguarding action will not be delayed while responsibility for employment, placement or training arrangements is clarified

• Where a concern or allegation relates to a supply teacher, trainee teacher, contractor, volunteer, agency worker or other third-party member of staff, Swalecliffe Community Primary School will liaise with the relevant employer, agency, training provider, contractor or other organisation as appropriate. The school recognises that safeguarding responsibilities are shared with the relevant third-party organisation; however, this does not remove the school's responsibility to take appropriate safeguarding action, record decisions and involve the LADO where the concern meets, or may meet, the harm threshold.

• After resolving or concluding allegations or low-level concerns about staff, the Executive Headteacher, along with the LADO, if involved, will review the case to identify lessons learnt and any possible improvements required to safeguarding practice, policy, training, supervision or safer working arrangements.

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

Concerns that meet the 'harm threshold'

• Swalecliffe Community Primary School recognises that an allegation may meet the harm threshold where an adult working in or on behalf of the school has:

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

• Allegations against staff which meet this threshold will be responded to and managed in line with Part Four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the Heads of School / Executive Headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member.

• The school is responsible for deciding whether a Request for Support to the Front Door Service is required for the child, or any other children affected. This may be discussed with the LADO as part of the allegations management, but the school will not delay appropriate safeguarding action and will act in line with KSCMP procedures, the Kent Support Levels Guidance and the Child Protection Procedures detailed above

• In the event of allegations of abuse being made against the Executive Headteacher, staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO.
• If staff are concerned that appropriate safeguarding action is not being taken following an allegation against a colleague, they are advised to follow our whistleblowing process and/or contact the LADO directly themselves.

Concerns that do not meet the 'harm threshold'

• Swalecliffe Community Primary School recognises that concerns or allegations about adults working in or on behalf of the school which do not meet the harm threshold, sometimes referred to as low-level concerns, must still be shared, recorded and responded to appropriately in line with Part four of KCSIE and our Staff Code of Conduct. This includes behaviour outside of work where this may affect the adult's suitability to work with children, and where the concern does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

• Low-level concerns may arise in a number of different ways, including through suspicion, complaint, disclosure, observation, allegations made by a child, parent/carer or adult, or information arising from vetting checks.

• Swalecliffe Community Primary School will promote an open and transparent culture in which all concerns about adults working in or on behalf of the school are shared responsibly with the right person and dealt with promptly and appropriately. This helps identify inappropriate, problematic or concerning behaviour early, minimises the risk of abuse, and supports adults to understand and maintain appropriate professional boundaries.

• Low-level concerns should be shared confidentially in line with our Staff Code of Conduct to a member of the Federation Leadership Team.

• The Executive Headteacher will be informed of all low-level concerns and is the ultimate decision-maker in respect of the response to low-level concerns. Where low-level concerns are initially reported to the DSL or another nominated person, they will be shared with the Executive Headteacher in a timely manner.

• Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, may appear compromising to others, or where, on reflection, they believe they may have behaved in a way that falls below expected professional standards.

• Low-level concerns about supply teachers, trainee teachers, contractors, agency staff, volunteers or other third-party staff will be shared with their employer, agency, training provider or relevant organisation as appropriate, so that any potential patterns of concerning or inappropriate behaviour can be identified and appropriate action taken.

• If the school is in any doubt as to whether a concern meets the harm threshold, advice will be sought from the LADO.

• Low-level concerns will be recorded in writing. Records will include details of the concern, the context in which the concern arose, the action taken and the rationale for any decisions made. Records will be kept confidential, held securely and managed in line with data protection laws and school record retention procedures.

• Low-level concern records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the Executive Headteacher will consider appropriate action. This may include consulting with the LADO, taking advice from HR/personnel providers, reviewing safeguarding practice, providing additional training or supervision, revising relevant policies, or following disciplinary procedures.

• Swalecliffe Community Primary School will consider whether any wider cultural, supervision, training or policy issues may have enabled the behaviour to occur and will take appropriate action to reduce the risk of recurrence.

Safe Culture including Whistleblowing

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

• Swalecliffe Community Primary School will ensure that all concerns about adults working in or on behalf of the School are taken seriously, shared responsibly, recorded and dealt with promptly and appropriately. This includes concerns that meet, or may meet, the harm threshold and concerns that do not meet the harm threshold.

• 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 inappropriate behaviour, or potential failures in the school safeguarding regime. The leadership team at Swalecliffe Community Primary School will take all concerns or allegations received seriously.

• All members of staff are made aware of the School Whistleblowing procedure (which is available in the staff room or on the Swalecliffe Primary School Policies area). 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.

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

• If these circumstances arise in relation to a member of staff volunteer or other adult working at our School, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

• Where a case involving concerns or allegations about an adult working in or on behalf of Swalecliffe Community Primary School has been concluded, the school will consider whether there are lessons to be learned and whether improvements are required to safeguarding practice, safer working arrangements, staff training, supervision, policy or culture.

Early Years Additional Information – Notifications to Ofsted

• As a registered childcare provider, Swalecliffe Community Primary School will notify Ofsted of significant events affecting the childcare as soon as possible and always within 14 days.

• Significant events may include, but are not limited to:
  ○ an allegation of harm or abuse committed on the premises or elsewhere by anyone who lives on the premises, works on the premises, or looks after children on the premises
  ○ the disqualification of the registered provider, an employee, or someone living on the childcare premises
  ○ any significant event that may affect someone's suitability to look after children or be in regular contact with children, including relevant health changes or involvement with police or social services
  ○ events that may affect the condition or safety of the premises, the quality of childcare offered, or lead to ongoing closure, such as fire or flooding
  ○ the death of a child while in the setting's care
  ○ a child's serious accident, injury or illness while being looked after, including food poisoning affecting two or more children
  ○ the death of, or serious accident or injury to, anyone else on the premises, where this is required to be notified.

• Notifications will include the action taken in response to the incident, allegation, disqualification matter, suitability concern, or significant event, where this is required.

• Swalecliffe Community Primary School will keep a record of notifications made and any advice received.

• Where Swalecliffe Community Primary School is unsure whether a notification is required, advice will be sought from Ofsted, the relevant childminder agency, HR, legal advisers, or another appropriate professional.

Opportunities to Teach Safeguarding

• Swalecliffe Community Primary School will ensure that children are taught about how to keep themselves and others safe, including online, through Relationships Education, Health Education, wider curriculum opportunities and wider safeguarding education.

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

• Swalecliffe Community Primary School recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence, sexual harassment, derogatory behaviour and other forms of physical violence or conflict.

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

• Swalecliffe Community Primary School recognises that a one size fits all approach will not be appropriate for all children, and some pupils may require a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities, including children who are victims of abuse, neglect or exploitation, children with SEND, children with a social worker, care experienced children, young carers, and children who may be more vulnerable to online harm or child-on-child abuse.

• Through the curriculum and wider safeguarding education, the school will support pupils to learn about safeguarding themes in an age and ability appropriate way. This may include:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- self-esteem and body confidence
- recognising abusive relationships, including coercive and controlling behaviour
- sexual harassment and sexual violence
- online harms
- sharing images, nudes and semi-nudes
- grooming and exploitation
- misinformation and disinformation
- how and where to access help and support.
- Sexual harassment and sexual violence

• Online safety will be addressed through the curriculum and wider safeguarding education. This will support pupils to understand content, contact, conduct and commerce risks, the safe and respectful use of technology, privacy, reporting concerns and where to access help and support.

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

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

• When using external visitors or resources, the school remains responsible for ensuring that safeguarding education is accurate, appropriate, inclusive and delivered in a way that supports children's safety and wellbeing.

Physical Safety

Use of 'reasonable force'

• There may be circumstances when it is necessary for school staff to use restrictive interventions to safeguard children, staff or others from harm. This approach is informed by the DfE guidance 'Restrictive interventions, including the use of reasonable force in schools'.

• 'Restrictive interventions' is an umbrella term that refers to any action, planned or reactive, that limits a pupil's movement, liberty or freedom. This includes, but is not limited to:

- the use of reasonable force
- physical restraint
- non-force restrictive practices
- seclusion, where a pupil is prevented from leaving a space for safety reasons

• The school is committed to minimising the need for restrictive interventions through positive behaviour support, early intervention and de-escalation strategies.

• Restrictive interventions will only be used when necessary, never as a punishment, and only where there is a real risk of harm.

• Any use of reasonable force will be lawful, necessary and proportionate. It will involve no more force than is necessary, will be used for the shortest possible time, and will depend on the individual circumstances.

• Particular care will be taken when supporting pupils with SEND or other vulnerabilities, recognising that these pupils may be disproportionately affected. Reasonable adjustments and preventative approaches will be considered where appropriate.

• In line with DfE guidance, all significant incidents involving restrictive interventions, including the use of reasonable force, restraint or seclusion, will be recorded in writing as soon as practicable and parents/carers will be informed as soon as practicable, normally on the same day.

• Records will be reviewed by school leaders and governors to support safeguarding oversight, identify patterns, consider any disproportionate impact and inform staff training, support and policy development.

• Further information regarding behaviour management, positive behaviour support, de-escalation strategies, staff training and the use of restrictive interventions can be found in the School Behaviour Policy, SEND Policy and SEND Information Report.

Early Years Additional Information:

• Swalecliffe Community Primary School recognises that we are responsible for supporting, understanding and responding to children's behaviour in a developmentally appropriate way.
• Staff will use positive, respectful and proportionate approaches to support children's behaviour, emotional regulation and safety. Any response will take account of the child's age, stage of development, communication needs, SEND, lived experience and any known vulnerabilities.
• There may be circumstances where it is appropriate for staff to use physical intervention to safeguard a child or others from immediate harm, for example to prevent immediate danger of personal injury to the child, another child or an adult.
• Staff will not give or threaten corporal punishment or any punishment which could adversely affect a child's wellbeing.
• Any physical intervention must be reasonable, proportionate, necessary and in line with our agreed policy.

• Swalecliffe Community Primary School keeps a written record of any occasion where physical intervention is used. Parents/carers will be informed on the same day, or as soon as reasonably practicable.
• Where the needs of children in the setting indicate that specific physical intervention training is required, the Headteacher will ensure staff are appropriately trained and supported.

Safeguarding in physical spaces, sport and residential arrangements

• Swalecliffe Community Primary School recognises that safeguarding children includes ensuring that physical spaces, activities and accommodation arrangements are safe, appropriate and protect children's privacy, dignity and wellbeing.

• Swalecliffe Community Primary School will consider its safeguarding duties alongside its obligations under equality and human rights legislation when making decisions about toilets, changing rooms, showers, sport, physical education, residential accommodation, educational visits and other physical arrangements.

• Toilets, changing rooms, showers and other intimate or private spaces will be managed in line with KCSIE, relevant premises requirements, safeguarding duties and theschool's local arrangements. The school will ensure that arrangements do not compromise the safety, comfort, privacy or dignity of any child.

• Where a child requires an alternative arrangement in relation to toilets, changing rooms, showers, sport, residential accommodation or similar provision, the school will consider this through a careful, recorded and safeguarding-led process. This will include consideration of the child's needs and wishes, the safety and welfare of other children, relevant legal duties, practical arrangements and any relevant guidance. Where the request relates to a child who is questioning their gender, this will be considered in line with section 5.12 of this policy.

• Sport, PE and other physical activities will be organised with due regard to children's safety, fairness, supervision, privacy and individual needs. Where activities are organised by sex for reasons of safety, fairness or safeguarding, arrangements will be made in line with KCSIE, the Equality Act and relevant school policies.

• Where Swalecliffe Community Primary School arranges overnight visits, trips, camps, boarding, residential accommodation or similar activities, sleeping and accommodation arrangements will be risk assessed and planned to safeguard all children. This will include consideration of supervision, privacy, dignity, individual needs, SEND, medical needs, relationships between children, child-on-child abuse risks and any additional vulnerabilities.

• Any decisions or individual arrangements made under this section will be recorded, reviewed as appropriate and shared with relevant staff on a need-to-know basis, in line with safeguarding, confidentiality and data protection requirements.

The Use of Premises by Other Organisations

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

• Where these services or activities are provided under the direct supervision or management of our school staff, our existing arrangements for child protection, including this policy, will apply.

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

• The Headteacher and governing body will ensure that arrangements are in place for the provider to liaise with the school on safeguarding matters where appropriate.

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

• Where Swalecliffe Community Primary School receives an allegation relating to an incident that happened when an individual or organisation was using our premises for activities with children, we will follow our safeguarding procedures and inform the LADO as appropriate.

Site Security

• All members of staff have a responsibility for maintaining awareness of buildings and grounds security such as ensuring gates are closed and locked, door codes are not shared, appropriate badges and lanyards are worn, breaks / damage to fences / boundaries are reported; any concerns should be reported immediately.

• Appropriate checks and supervision will be undertaken in respect of visitors, volunteers and contractors coming into either school as outlined within national guidance. Visitors will be expected to sign in and out via the office iPad, display a visitor's badge whilst on site and be supervised or escorted as appropriate.

• For visitors attending in a professional capacity, such as social workers, Family Help practitioners, health professionals, police officers or other professionals, the school will check their identity and purpose for visiting. The school will not routinely require these professionals to provide evidence of an individual DBS certificate before accessing children, as appropriate safeguarding checks are expected to have been undertaken by their employer. Where there are any concerns about identity, purpose, professional status or suitability, these will be clarified with the professional's employer or relevant agency before access is agreed, unless doing so would delay an urgent safeguarding response.

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

• The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

• Any site security concern which may indicate a safeguarding risk will be reported to the DSL and responded to in line with this policy.

Early Years Additional Information:

Site Security and Safety:

• In accordance with agreed staff: child ratio policies, our staffing arrangements will ensure we are able to meet the needs of all children to ensure their safety.

• All staff have a responsibility to maintain awareness of buildings, grounds, outdoor areas, equipment and site security, and to report any concerns without delay.

• Swalecliffe Community Primary School will ensure children are only released to the care of individuals of whom the parent has explicitly approved / agreed.

• Swalecliffe Community Primary School will ensure children cannot leave the premises unsupervised and are kept safe during arrivals, departures, transitions, outdoor play and outings.

• All reasonable steps will be taken to prevent unauthorised persons entering the premises.

• Visitors will be managed in line with school procedures, including signing in and out, being identifiable whilst on site and being supervised where appropriate.

• Any person who is not known or identifiable on site should be challenged by staff in line with school procedures.

• In accordance with our Health & Safety Policy, at least one person who has a current paediatric first aid (PFA) certificate will be on the premises and available at all times when children are present and will always accompany children on outings.

- Suitable pupils on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if Swalecliffe Community Primary School is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.
- Accidents, injuries, illness, significant incidents and any first aid administered will be recorded and shared with parents/carers in line with school procedures. Where an incident may require notification to Ofsted, the local authority or another agency, this will be considered in line with this policy.

• Swalecliffe Community Primary School will ensure that children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

• Swalecliffe Community Primary School will not accept the behaviour of any individual (parent or other) that threatens our safety or 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 the individual to the site.

Safer Eating – Early Years Additional Information

- Swalecliffe Community Primary School will ensure that there will always be a member of staff in the room with a valid paediatric first aid certificate when children are eating.Before a child is admitted to the early years setting, we will obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements.

- At each meal and snack time, there will be clear arrangements for checking that food and drink provided meets the requirements of each child. This will include consideration of allergies, intolerances, choking risk, cultural or religious requirements, and any health or care plans.

- Swalecliffe Community Primary School will have ongoing discussions with parents/carers about the stage their child is at with introducing solid foods, including the textures and foods the child is familiar with. Assumptions will not be made based on age alone.

- Food will be prepared and presented in a way that is suitable for each child's individual developmental needs. Staff will work with parents/carers to support children to move on to the next stage at a pace that is right for the child.

- Babies and young children will be seated safely in a highchair or appropriately sized low chair while eating.

- ·Where possible, children will eat in a designated space where distractions are minimised.

- This information will be shared with all staff involved in the preparation and handling of food.

- Swalecliffe Community Primary School will have ongoing discussions with parents/carers and, where appropriate, health professionals to develop and review allergy action plans or individual arrangements for children with known allergies, intolerances or health needs. This information will be kept up to date and shared with all staff who need to know.

- Children will always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent therefore it is important for staff to be alert to when a child may be starting to choke. Where possible, staff will sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

- When a child experiences a choking incident that requires intervention, Swalecliffe Community Primary School will record details of where and how the child choked and parents/carers will be made aware.

- Choking incidents, allergic reactions or other food-related incidents will be reviewed to identify any patterns, learning or actions needed to reduce future risk.

Early Years Additional Information – Toileting, Intimate Hygiene and Personal Care

• Swalecliffe Community Primary School will ensure children's privacy, dignity, safety and individual needs are considered during toileting, nappy changing, intimate hygiene and personal care.

• Personal and intimate care will be provided in line with the school toileting and intimate care policy.

• Staff will balance privacy and dignity with appropriate supervision, safeguarding and support needs. Arrangements will take account of children's age, development, SEND, communication needs, medical needs and any agreed care plans.

• Any concerns identified during toileting, changing or intimate care, including marks, injuries, comments, distress, changes in presentation or concerns about a child's care, will be reported to the DSL in line with this policy.

Early Years Additional Information – Outings and Off-Site Visits

• Swalecliffe Community Primary School will ensure children are kept safe during outings, visits and off-site activities.

• Outings will be planned and risk assessed in advance, taking account of children's age, development, SEND, medical needs, supervision, staff ratios, transport, emergency arrangements, toileting, food, allergies, medication and communication with parents/carers.

• A member of staff with a valid paediatric first aid certificate will accompany children on outings.

• Staff will ensure children remain supervised and accounted for during outings, transitions, transport and return to the setting.

• Any safeguarding, accident, illness, injury, missing child, behaviour, medical or other concern arising during an outing will be responded to in line with this policy and relevant setting procedures.

Local Support

• All members of staff at Swalecliffe Community Primary School are made aware of local support available.

- **Kent Integrated Children's Services / Children's Social Work Services**
    - Make a Request for Support to the Front Door Service via Kent Integrated Children's Services Portal – select 'urgent' if there is an immediate risk/concern
    - Front Door Service No Name Consultation: 03000 411111
    - Out of Hours Number: 03000 419191
    - Kent Support Level Guidance www.kscmp.org.uk/guidance/kent-support-levels -guidance
- **Local Early Help and Preventative Services and Family Hubs**
    - East Kent Canterbury - 03000 41 62 22 CanterburyEarlyHelp@kent.gov.uk
    - Thanet - 03000 41 95 67 - ThanetEarlyHelp@kent.gov.uk
- **Kent Police**
    - NPCC When to call the police - guidance for schools and colleges
    - Home | Kent Police
    - 101 or 999 if there is an immediate risk of harm
    - Insert details for local policing support, for example, local PCSO, school officer etc].
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
    - Email: kscmp@kent.gov.uk
    - Website: www.kscmp.org.uk
    - Telephone: 03000 421126
- **Adult Safeguarding**
    - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
- **Kent LADO Education Safeguarding Advisory Service (LESAS)**
    - Local Authority Designated Officer (LADO) – Kent Safeguarding Children Multi-Agency Partnership
    - To refer to the LADO following an allegation being made against a member of staff, complete a referral on the Kent Integrated Children's Services Portal
    - To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the LESAS enquiry form

Appendix 1: Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse can be carried out both on and offline and be perpetrated by men, women, and children.
Children may be abused in a family or in an institutional or community setting by those known to them or by others.
Children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or 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 can take place online, and technology can be used to facilitate offline abuse.
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the school's policy and procedures for dealing with it.

Signs that MAY INDICATE Sexual Abuse

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

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

- Inappropriate/harmful medication usage
- 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.

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, abrasions or injuries around the face, mouth, cheeks or soft areas of the body.
- Bi-lateral injuries, fingertip bruising, bite marks, strap marks, welts or injuries suggesting beatings.
- Burns or scalds, including unusual patterns, spread of injuries or deep contact burns such as cigarette burns.
- Injuries that cannot be accounted for, or explanations which are inadequate, inconsistent, excessively plausible, or where there is a delay in seeking treatment.
- Covering arms and legs even when hot.
- Inappropriate or harmful medication use.
- Aggressive behaviour or severe temper outbursts.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem
- Poor relationships with peers, low self-esteem or withdrawn presentation.

Appendix 2: Support Organisations

KSCMP

• Worried about a child: www.kscmp.org.uk/guidance/worried-about-a-child
• Factsheets: www.kscmp.org.uk/training/factsheets
• Supporting resources: www.kscmp.org.uk/training/training-resources
• Video explainers: www.kscmp.org.uk/training/video-explainers
• Missing children: www.kscmp.org.uk/guidance/missing-children

NSPCC 'Report Abuse in Education' Helpline

• 0800 136 663 or help@nspcc.org.uk

National Organisations

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

Support for Staff

• Education Support Partnership: www.educationsupportpartnership.org.uk
• Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
• Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service•
• NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/

Support for Pupils/Learners

• ChildLine: www.childline.org.uk
• Papyrus: www.papyrus-uk.org
• The Mix: www.themix.org.uk
• Shout: www.giveusashout.org
• Fearless: www.fearless.org
• Victim Support:www.victimsupport.org.uk
• Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk

Support for Adults

• KCC Adult Safeguarding: www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding
• 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
• Report Fraud: www.reportfraud.police.uk
• Advice now: www.advicenow.org.uk

Support for Special Education Needs and Disabilities

• Respond: www.respond.org.uk
Mencap: www.mencap.org.uk
Council for Disabled Children: https://councilfordisabledchildren.org.uk
• Kent Autistic Trust: www.kentautistictrust.org/
• AFASIC: www.afasic.org.uk/
• National Autistic Society: www.autism.org.uk/

• Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
• Portage: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-children-under-5/portage-supporting-pre-school-children-with-send
• Information Advice and Support Kent • (IASK): www.iask.org.uk

Contextual Safeguarding Network

• https://contextualsafeguarding.org.uk/

Kent Resilience Hub
• https://kentresiliencehub.org.uk/

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-youngpeople/
• Talk to Frank: www.talktofrank.com

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

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Exploitation, violence and modern slaver and trafficking

• KSCMP: www.kscmp.org.uk/guidance/exploitation
• Kent & Medway Violence Reduction Unit: https://kentandmedwayvru.co.uk/
• National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
• It's not okay: www.itsnotokay.co.uk

Honour Based Abuse

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

Radicalisation and Hate

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

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

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

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.ceopeducation.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: www.reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org

Mental Health

- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- Navigate Wellbeing: Mental Health Signposting for Education Settings
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS):www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/ Mind: www.mind.org.uk
- Moodspark:www.moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-youngpeople/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: www.mindedforfamilies.org.uk/
- Kent Therapeutic Alliance and Therapeutic Support Service (KTATSS):https://ktatss.co.uk