Viking Academy Trust

Safeguarding Policy

The VIKING ACADEMY TRUST 'Safeguarding Policy' for Chilton Primary School' has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 4 2017

Reviewed annually: Term 1

Last review date: Term 5 2021 (due to update)

Signed: **Chair of Trust**

Safeguarding Policy

The Viking Academy Trust

Chilton Primary School

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Safeguarding Policy is specific to Chilton Primary School

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read <u>and</u> understood its contents.

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures

<u>Key Contacts</u>

	Name	Contact Information
Designated Safeguarding Lead (DSL)	Kate Law (Head of School)	headofschool@chiltonprimary.co.uk
Deputy Designated Safeguarding Leads	Hannah Cheshire Matthew Lamprell Natalie Barrow (maternity)	Hannah.cheshire@chiltonprimary.co.uk m.lamprell@chiltonprimary.co.uk
Executive Headteacher	Michaela Lewis	eht@vikingacademytrust.com
Safeguarding Governor	Hannah Cheshire	Hannah.cheshire@chiltonprimary.co.uk
Trust Safeguarding Lead	Jo Brand	Joanna.brand@vikingacademytrust.com

Contents

What to do if you have a welfare concern at Chilton Primary

Why are you concerned?

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

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

Follow the school procedure
Reassure the child
Clarify concerns, using open questions if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
Use child's own words, record facts not opinions.
Sign and date your records
  Seek support for yourself if required from DSL - Kate Law – Head of School

Inform the Designated Safeguarding Lead (Kate Law – HOS)

Designated Safeguarding Lead

Consider whether the child is at immediate risk of harm e.g. unsafe to go home
Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
If unsure then consult with Area Education Safeguarding Advisor - **Thanet** - 03000 418 503 or Local Authority Social Worker at the Front Door - 03000 411 111

If you are unhappy with the response

Staff:

Follow local escalation procedures
Follow Whistleblowing procedures

Learners and Parents:

Follow school complaints procedures

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

Monitor

Be clear about:

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

Review and request further support (if necessary)

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**

Introduction and Ethos

- Chilton Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

- Staff working with children at Chilton Primary School will maintain an attitude of 'it could happen here' where safeguarding is concerned.

- Chilton Primary School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- Chilton Primary School recognises the importance of providing an ethos and environment within Chilton Primary School that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

- 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**
        - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
    - **Working with parents and other agencies**
        - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- Chilton Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

- 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 KCSIE 2020.

1.   Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
    - DfE Keeping Children Safe in Education 2020 (KCSIE)
    - Working Together to Safeguard Children 2018 (WTSC)
    - Ofsted: Education Inspection Framework' 2019
    - Framework for the Assessment of Children in Need and their Families 2000)
    - Kent and Medway Safeguarding Children Procedures (Online)
    - Early Years and Foundation Stage Framework 2017 (EYFS)
    - The Education Act 2002
    - The Education (Independent School Standards) Regulations 2014
    - The Non-Maintained Special Schools (England) Regulations 2015

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

- **The way Chilton Primary School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.**

- **We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.**

2.   Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - protecting children from maltreatment
    - 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, and
- o taking action to enable all children to have the best outcomes.

- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - o Abuse and neglect
    - o Bullying, including cyberbullying
    - o Children with family members in prison
    - o Children Missing Education (CME)
    - o Child missing from home or care
    - o Child Sexual Exploitation (CSE)
    - o Child Criminal Exploitation (CCE)
    - o Contextual safeguarding (risks outside the family home)
    - o County lines and gangs
    - o Domestic abuse
    - o Drugs and alcohol misuse
    - o Fabricated or induced illness
    - o Faith abuse
    - o Gender based abuse and violence against women and girls
    - o Hate
    - o Homelessness
    - o Human trafficking and modern slavery
    - o Mental health
    - o Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
    - o Online safety
    - o Peer on peer abuse
    - o Preventing radicalisation and extremism
    - o Private fostering
    - o Relationship abuse
    - o Serious Violence
    - o Sexual Violence and Sexual Harassment
    - o So-Called honour-based abuse including Female Genital Mutilation (FGM) and forced marriage
    - o Upskirting

(Also see Annex A within 'Keeping children safe in education' 2020)

3.   Related Safeguarding Policies

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
    - o Behaviour management
    - o Code of Conduct
    - o Online Safety; Social media and Mobile technology
    - o Anti-Bullying

- o Data protection and Information sharing
- o Image use
- o Relationship and Sex Education (RSE)
- o Personal and intimate care
- o Health and safety, including plans for school reopening
- o Attendance
- o Risk assessments (e.g. school trips, school re-opening)
- o First aid and accidents
- o Managing allegations against staff
- o Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
- o Safer recruitment
- o Whistleblowing

4.   Policy Compliance, Monitoring and Review

- Chilton Primary School will review this policy at least annually. The policy will be revised following any national or local policy updates, any significant national events, local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. This is available in paper form in our staffroom and on our website.
    - Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the Trust website - https://www.vikingacademytrust.com/page/?title=VAT+Policies&pid=6

- The policy forms part of our school development plan and will be reviewed annually by the local governing body and leadership team which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Leads and Head of School will ensure regular reporting on safeguarding activity and systems to the local governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

5.   Key Responsibilities

- The governing body have read and will follow KCSIE 2020.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The governing body and leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- The school has appointed Kate Law (Head of School), a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school

- The school has appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
  > Natalie Barrow (Deputy Head) – maternity
  > Hannah Cheshire (Acting Deputy Head)
  > Matthew Lamprell (Assistant Head)

- 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 DSLs 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 every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

- The Executive Headteacher along with the Head of School will be kept informed of any significant issues by the DSL.

- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual 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)
  - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
  - Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
  - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school role in any multi-agency plan for a child.
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensure adequate and appropriate DSL cover arrangements fin response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

6.2 Members of Staff

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

6.3 Children and Young People

Children and young people (learners) have a right to:
- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

6.4   Parents and Carers

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

- Seek help and support from the school or other agencies.

6. Recognising Indicators of Abuse and Neglect

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the Kent Support Levels Guidance.

- Chilton Primary School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
    - For further information see Appendix 1.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:
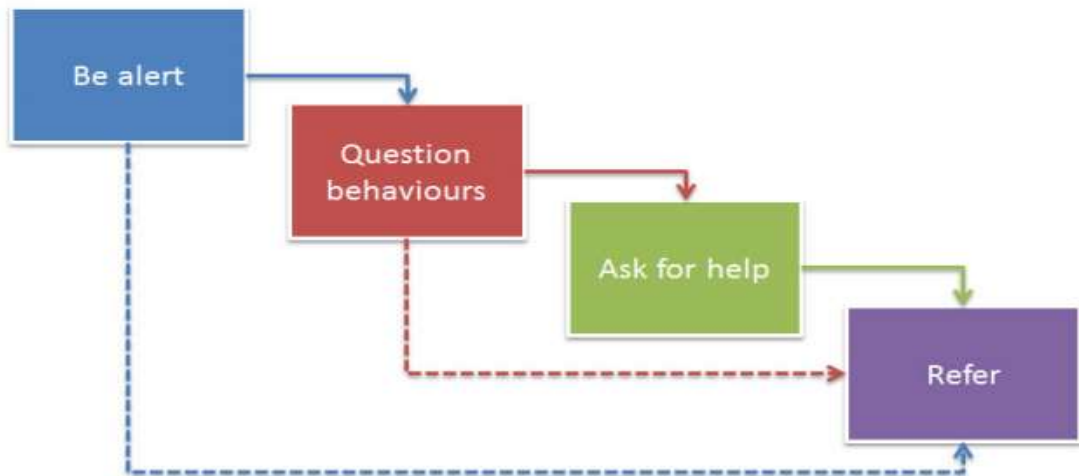
'What to do if you are worried a child is being abused' 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- Chilton Primary recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- If deemed necessary by the Head of School or by staff authorised by the Head of School following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the school – these procedures are informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

7.   Child Protection Procedures

- If staff are made aware of a child protection concern, they are expected to:
    - listen carefully to the concern and be non-judgmental.
    - only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TE1D).
    - 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 in line with the school record keeping requirements (see section 9).

- o inform the DSL (or deputy), as soon as practically possible.

- Chilton Primary School adheres to the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: https://www.kscmp.org.uk/
- Chilton Primary is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- Chilton Primary recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
  - o The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- If a child is in immediate danger or is at risk of harm, a request for support will be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- In most cases, a request for support will be made by the DSL or a deputy. However if the DSL or a deputy is not immediately available to discuss an urgent concern, staff will seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
- Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

8. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding system and pass them without delay to the DSL.
- Child Protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.
    - o If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Incident/Welfare concerns are recorded on [EduKey](). Details of this are also available in the staffroom.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be electronically signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

9. Multi-Agency Working

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- Chilton Primary School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Chilton 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.

10.   Confidentiality and Information Sharing

- Chilton Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020). DfE ''Information sharing advice for safeguarding practitioners'' (2018) provides further detail. **This is kept in the safeguarding file on Sharepoint.**
- The Head of School or DSLs will disclose information about a learner on a 'need to know' basis.
- Chilton Primary School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements. (Lisa Blatchford – coo@vikingacademytrust.com)
- All members of staff must be aware that whilst they have duties to keep any information confidential, in line with our Confidentiality Policies, they also have a professional responsibility to share information with other agencies to safeguard children. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

11.   Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the Trust website
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
    - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at Chilton Primary School will take all concerns reported to the school 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 17 of this policy.

12.   Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers safeguarding information for all staff.
    - School leaders, including the DSL will read the entire document and School leaders and all members of staff who work directly with children will access annex A.
    - All members of staff have signed to confirm that they have read and understood the guidance shared with them. This information is stored electronically via Microsoft Forms.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training and information to ensure they are aware of the school internal safeguarding processes as part of their induction. Specific training is delivered to new staff as part of induction and volunteers are given relevant documentation to read. They are required to sign a form to say they have read and understood the information. Agency and third party staff are given a leaflet outlining safeguarding information when they visit the school.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates via staff meetings, emails and regular bulletins (formal training is delivered at least annually), to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff behaviour policy, code of conduct and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies: via input from knowledgeable and experienced staff and inviting input at staff meetings and/or training.
- The DSL and Head of School will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Hannah Cheshire), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13.   Safer Working Practice
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of conduct. The DSL will ensure that all staff and volunteers have read the child protection policy and staff behaviour

code of conduct and understand that their behaviour and practice must be in line with it.

- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct, Acceptable Use Policies, and Social Media and Mobile Technology Policies

14.   Staff Supervision and Support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - o All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - o All staff are supported by the DSL in their safeguarding role.
  - o All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

15.   Safer Recruitment

- Chilton Primary School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
  - o Chilton Primary School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
  - o The governing body committee and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

- o The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- Chilton Primary School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

16.   Allegations Against Members of Staff and Volunteers

- Chilton Primary School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that:
  - o Indicates they have harmed a child, or may have harmed a child
  - o Means they have committed a criminal offence against or related to a child
  - o behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
  - o behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In depth information regarding staff allegations can be found within our Procedures for Managing Allegations against Staff policy. This can be found on the Trust Website
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Chilton Primary School will takes all concerns or allegations received seriously.
- Allegations against staff will be referred immediately to the Head of School who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Head of School, staff are advised that allegations should be reported to the Chair of Governors (Neil Roby) who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team. All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
  - o 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.

- Chilton 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 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.

17.   Safeguarding Children with Special Educational Needs and Disabilities

- Chilton Primary School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDco (Emily Hughes) to plan support as required.
- Chilton Primary School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

18.   Peer on Peer Abuse

- All members of staff at Chilton Primary School recognise that children are capable of abusing their peers. Chilton Primary School believes that abuse is abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- Chilton Primary School recognises that peer on peer abuse can take many forms, including but not limited to:
    - bullying, including cyberbullying
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - sexual violence and sexual harassment

- o 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
    - o nude or semi-nude image sharing (also known as 'sexting' or youth produced/involved sexual imagery)
    - o initiation/hazing type violence and rituals
- Staff and leadership recognise that that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved, (i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all peer on peer abuse is unacceptable and all reports will be taken seriously.
- In order to minimise the risk of peer-on-peer abuse, Chilton Primary School will:
    - o Insert specific details of the school/college approaches here e.g. implement a robust anti-bullying policy, provide age a robust and age appropriate PSHE and RSE curriculum, provide a range of reporting mechanisms for children (worry boxes, online electronic worry form, regular circle times)
    - o All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
    - o Alleged victims, perpetrators and any other child affected by peer on peer abuse may be supported by: taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support and/or mentoring, working with parents/carers, reviewing and adjusting educational approaches, and in cases of sexual assault, informing the police and Front Door.

19.1 Child on Child Sexual Violence or Harassment

- When responding to concerns relating to child on child sexual violence or harassment, Chilton Primary School will follow the guidance outlined in part five of KCSIE 2020 and the DfE guidance 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'.
    - o If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.
- It is essential that all victims of sexual violence or sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged

perpetrator, and all other children and staff and any actions that are required to protect them.

- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and the Police.
    - o The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; if there are any ongoing risks to the victim, other children, adult students or school staff; and, any other related issues or wider context.

19.2 Nude and/or Semi-Nude Image Sharing by Children

- Chilton Primary School recognises that nude and semi-nude image sharing (also known as youth produced/involved sexual imagery or "sexting") is a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving nude or semi-nude image taking/sharing involving children, staff are advised to:
    - o Report any concerns involving nude or semi-nude image sharing involving children to the DSL immediately.
    - o Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident (e.g. if a child has shown it to them), this will be immediately reported to the DSL.
    - o Not delete the imagery or ask the young person to delete it.
    - o Not say or do anything to blame or shame any children involved.
    - o Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
    - o Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)' (Updated December 2020) and the local [KSCMP](#) guidance: "Responding to youth produced sexual imagery"
    - o the DSL will hold an initial review meeting with appropriate staff and will speak with the children involved if appropriate.
    - o parents and carers will be informed at an early stage and involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
    - o a referral will be made to ICS and/or the police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, age of SEND).
- the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
  - o All decisions will be recorded in line with our child protection procedures and will be based on the consideration of the best interests of any child involved. The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
  - o If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

19. Gangs, County Lines, Serious Violence, Crime and Exploitation

- Chilton Primary School recognises the impact of gangs, county lines, serious violence, crime and exploitation. Any concerns regarding gangs, county lines, serious violence, crime and exploitation will be reported and responded to in line with other child protection concerns.
  - o The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - o Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - o Children who go missing for periods of time or regularly come home late
  - o Children who regularly miss school or education or do not take part in education
  - o Change in friendships/relationships with others/groups
  - o Children who associate with other young people involved in exploitation
  - o Children who suffer from changes in emotional well-being
  - o Significant decline in performance
  - o Signs of self-harm/significant change in wellbeing
  - o Signs of assault/unexplained injuries

20.   Mental Health

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

21.   Online Safety

- It is recognised by Chilton Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school. Chilton Primary School will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
  - o   The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Chilton Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
  - o   Content - being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views
  - o   Contact - being subjected to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young people
  - o   Conduct - personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying.
- Chilton Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
  - o   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.

- Chilton Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 it has appropriate policies in place that are shared and understood by all members of the community.

- o Further information reading the specific approaches relating to this can be found in our mobile technology, social media, acceptable use and image use policies which can be found in the staffroom, on Sharepoint and on our website.
- Chilton Primary School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place. Filtering and monitoring is powered by netsweeper via schools broadband. A weekly report is sent to the Head of School with details of all blocked sites.
  - o .The **UK Safer Internet Centre** is used to check and guide filtering and monitoring in school.
    - ▪ If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen and report the concern immediately to a member of staff (and IT team for staff members).
  - o All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
  - o Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and IT staff, as appropriate.
  - o Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
  - o When implementing appropriate filtering and monitoring, Chilton Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Chilton Primary School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
  - o Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - o Learners internet use will be supervised by staff according to their age and ability.
  - o Learners will be directed to use age appropriate online resources and tools by staff.
- Chilton Primary School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. *Education for a Connected World Framework* and *Teaching online safety in school'* are documents that guide this curriculum alongside the PSHE curriculum.

- Chilton Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
  - o providing information on our school website and through existing communication channels (official social media, newsletters etc.), offering specific online safety information for parents/carers and highlighting online safety through parent and children's events
- Chilton Primary School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
  - o Internal sanctions and/or support will be implemented as appropriate.
  - o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- Chilton Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems (Microsoft 365)
  - o Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy, code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Chilton Primary School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Additional guidance for DSLs and SLT regarding remote learning is available at DfE:
Safeguarding and remote education during coronavirus (COVID-19) *and The Education People:* **Remote Learning Guidance for SLT**

22. Curriculum and Staying Safe

- Chilton Primary School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
  - We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- Chilton Primary School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

23. The Use of Premises by Other Organisations

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

24. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- 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.

25.   Local Support

- All members of staff at Chilton Primary School are made aware of local support available.
  - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service): Head of Service: Claire Ray - 03000 415 788, Online Safety: 03000 415 797,** East Kent Advisor - **Robin Brivio**
  - **Online Contact List available [here](#)**

  - **Contact details for Online Safety in the Education Safeguarding Service**
    - 03000 415797
    - esafetyofficer@theeducationpeople.org (non-urgent issues only)

  - **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: kentchildrenslado@kent.gov.uk

  - **Integrated Children's Services**
    - Front door: 03000 411111
    - Out of Hours Number: 03000 419191

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

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

  - **Adult Safeguarding**
    - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

Appendix 1: Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

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

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

Signs that MAY INDICATE neglect.

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

Appendix 2: National Support Organisations

Additional links can be found in KCSIE 2020 in Annex A and C.

NSPCC 'Report Abuse in Education' Helpline

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

Support for staff

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

Support for learners

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

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

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

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk

- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse

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

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

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

Substance Misuse

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

Mental Health

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

Online Safety

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

Radicalisation and hate

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