Policy Document for: Safeguarding and Child Protection
Based on: Keeping Children Safe in Education DfE Guidance September 2025
Using Kent County Council materials which are also incorporated in this policy and as such their information has copyright.

Date of last update: September 2025
Date of next full review: September 2026

Additions/amendments in this version

Sept 2025	Policy re-written in line with latest guidance update DSLs, Designated Teachers

Key contact personnel in School

Trust DSL	Katrine Stewart
Safeguarding Trustee	Neil Peterson - Chair of Trustees

Designated Safeguarding Lead (DSL)				
Aspire	**Bobbing**	**Grove Park**	**Iwade**	**Bourne Alliance**
Tracy Taylor	Sean Johnson	Lauren Flain	Katrine Stewart	Tamzin Wood

Deputy Designated Safeguarding Lead (DDSL)				
Aspire	**Bobbing**	**Grove Park**	**Iwade**	**Bourne Alliance**
Mr Dipple HT	Mrs Knight	Miss Middleton	Mrs Bunning	Miss Lange
Mr Denney	Mrs Gilmour	Ms Cornell	Miss Brazil	Mr Wybraniec
Mrs Stephens	Mrs Ferdinand		Mrs Piper	Mrs Wybraniec
Mrs Thomas	Mrs Barnett		Mrs Gilmour	
			Mrs Whitnell	

Contact Details

Head of School Bobbing	**Mr Johnson**	01795 423939	Bobbingdsl@ba-mat.org.uk
Head of School Iwade	**Mrs Stewart**	01795 472578	safeguarding@ba-mat.org.uk
Headteacher Aspire	**Mr Dipple**	01795 899788	aspiredsl@ba-mat.org.uk
Head of School Grove Park	**Mrs Flain**	01795 477417	groveparkdsl@ba-mat.org.uk

All schools use **CPOMS** to log all concerns.

This policy forms part of staff induction. All staff have access to this policy and CPOMS and sign to the effect that they have read _and_ understood its content.

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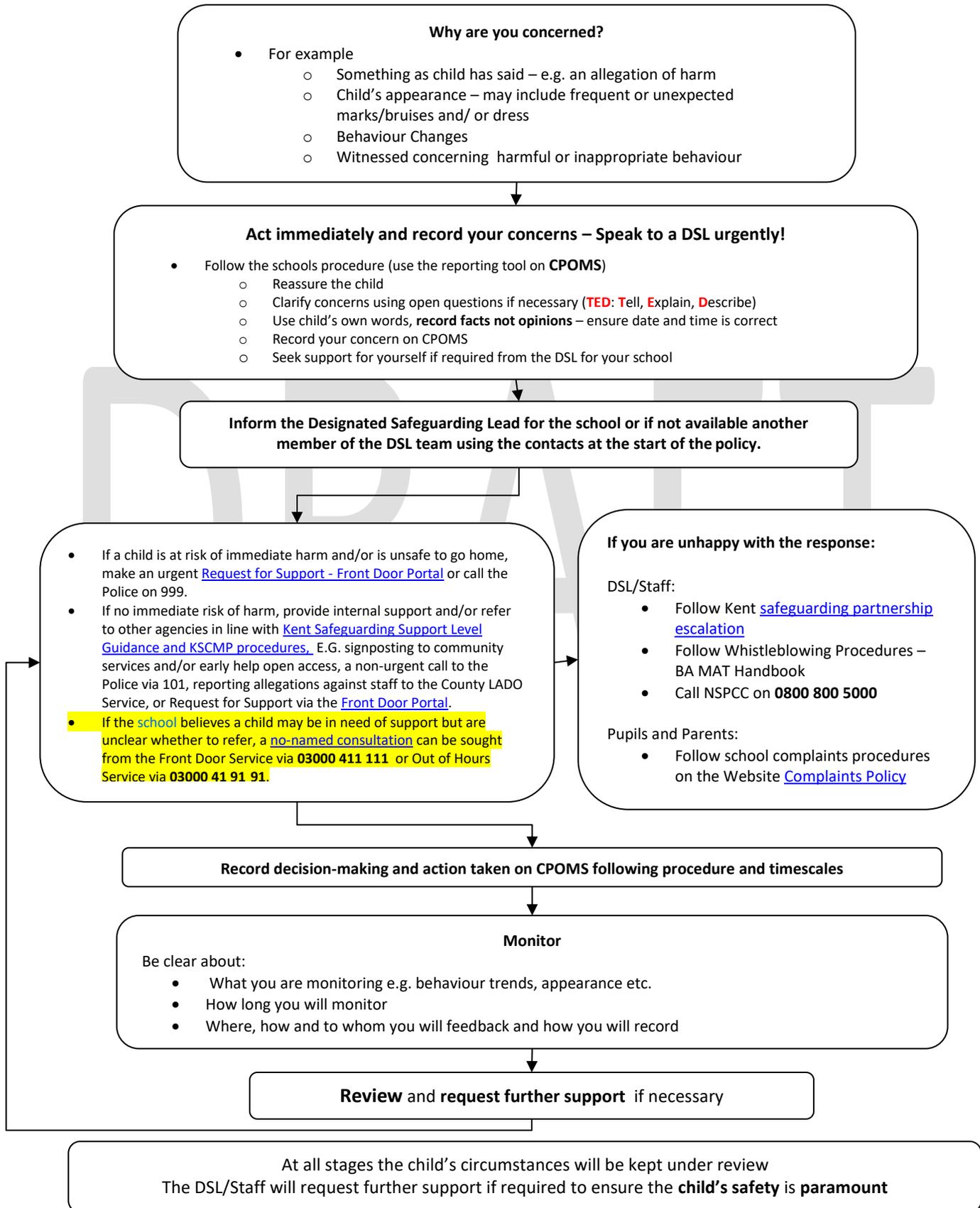.

1. Contents

What to do if you have a welfare concern in Bourne Alliance Multi Academy Trust

Why are you concerned?

- For example
  - Something as child has said – e.g. an allegation of harm
  - Child's appearance – may include frequent or unexpected marks/bruises and/ or dress
  - Behaviour Changes
  - Witnessed concerning harmful or inappropriate behaviour

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Act immediately and record your concerns – Speak to a DSL urgently!

- Follow the schools procedure (use the reporting tool on **CPOMS**)
  - 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** – ensure date and time is correct
  - Record your concern on CPOMS
  - Seek support for yourself if required from the DSL for your school

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Inform the Designated Safeguarding Lead for the school or if not available another member of the DSL team using the contacts at the start of the policy.

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

If you are unhappy with the response:

DSL/Staff:
- Follow Kent safeguarding partnership escalation
- Follow Whistleblowing Procedures – BA MAT Handbook
- Call NSPCC on **0800 800 5000**

Pupils and Parents:
- Follow school complaints procedures on the Website Complaints Policy

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Record decision-making and action taken on CPOMS following procedure and timescales

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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

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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**

2. Child Focused Approach to Safeguarding

2.1. Introduction and ethos

Bourne Alliance MAT (BA-MAT) and its member schools recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is **everyone's** responsibility and everyone has a role to play. We are a community and all those directly connected (staff, volunteers, directors, governors, parents, wider family families and pupils) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

We believe that the best interests of children always come first. All children (defined in law 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, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Staff working with children at any of the BA-MAT Schools 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 a school in BA-MAT but may also apply to other children connected to the Trust for example, siblings, or younger members of staff (under 18s) or children on student/work placements.

Each school recognises the importance of providing an ethos and environment within its schools that will help children to be safe and feel safe. In our schools, children are respected and encouraged to talk openly and enable them to feel confident that they will be listened to. At Aspire School, staff recognise many of the children in our care at the Aspire School have communication and interaction difficulties and so, whilst there may not be words to describe their worries, there may be an alternative method of communication, signs or changes in behaviour.

We recognise the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of children's behaviour and consider any underlying trauma.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

- o **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
- o **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- o **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.
- o **Collaborating:** with both parents where possible, and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within 'Keeping Children Safe in Education' 2025.

2.2. Policy Context

This policy is implemented in accordance with our compliance with the current statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2025 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

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

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children (WTSC)
- Ofsted: Education Inspection Framework
- Framework for the Assessment of Children in Need and their Families 2000
- Kent and Medway Safeguarding Children Procedures (KSCMP)
- Early Years and Foundation Stage Framework (EYFS)
- The Education Act 2002
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)
- Education and Inspections Act 2006
- 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.

Our schools 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.

2.3. Definition of safeguarding

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety."

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

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

Each school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
- Bullying, including cyberbullying
- Child on Child abuse
- Children with family members in custody/prison
- Children who are absent or missing from education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls

- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or "Sexting"
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting

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

2.4. Related Safeguarding Policies

We are aware that child protection and safeguarding are fundamental to the welfare of all children in our care. This policy is therefore one of a series in the trust's integrated safeguarding portfolio and should be read in conjunction with the other safeguarding policies in the Trust. These are held on SharePoint and include:

Location	Folder name	Policy name
BA MAT SharePoint	Behaviour	• Anti-bullying • Cyber bullying • Positive Handling • Racism, discriminatory and derogatory language
Each School SharePoint		• Behaviour • Aspire: Wellbeing around the child
BA MAT SharePoint	Admin policies	• Attendance • Complaints • Data protection • Suspension and exclusion • Administration of medicines
BA MAT SharePoint	Class based policies	• Intimate care • PSHE SRE
BA MAT SharePoint	Safeguarding policies	• Acceptable use for visitors • Online safety • Searching screening and confiscation • Generate AI See also page 15 for the safeguarding policy library and page 16 for the online safety policy library
BA MAT SharePoint	Health & Safety policies	• Health and safety • Control of infections • Food allergens and Food Safety (safer eating and allergies) • First aid (managing illness, accidents)
BA MAT SharePoint	Evacuation and Invacuation documents	• Lock inside, stay inside, hide inside • PEEIP template
BA MAT SharePoint	Staff policies	• Allegations of abuse against staff • Confidentiality • Safely using digital devices and social media AI (including image use) • Safer recruitment • Whistleblowing
BA MAT SharePoint		• Staff handbook including code of conduct
BA MAT SharePoint	Parents policy documents	• Remote education • Safely using digital devices and social media – pupils and parents (including image use) • Parent, carer and visitor code of conduct • Pupil privacy notice
BA MAT SharePoint	Bourne Alliance MAT - All Staff - Risk Assessments - All Documents (sharepoint.com)	Library of risk assessments (use of technology and school trips)
Each school SharePoint		School specific RA

Supporting Guidance

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

2.5. Policy Compliance, Monitoring and Review

The Trust group of DSLs 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 and/or Annex A of KCSIE 2025 as appropriate. This can be found on SharePoint.

Parents/carers can obtain a copy of this Child Protection Policy and other related policies on request. Additionally, policies can be viewed on the individual school and Trust website. Bourne Alliance Multi Academy Trust - Trust Policies

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

The Designated Safeguarding Lead will ensure reporting on safeguarding activity and systems in school at the 4 times a year meeting to the Local Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. The Trust Board receive minutes of the LGB meetings and the Chair of Trustees attends the LGB meetings to enable reciprocal reporting for safeguarding.

3. Key responsibilities

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

3.1. Governors, Trustees and Leadership

The Governors and Trustees and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. They have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

The Governors and Trustees and leadership team 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 Governors and Trustees and leadership team 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).

- 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.
- For further information about our approaches to equality, diversity, and inclusion, please access our schools' website.

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

The Head of School/Headteacher and CEO will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.

The Governors and Trustees will ensure an appropriate senior member of staff, from the schools leadership team, is appointed to the role of designated safeguarding lead. This is the Head in each school. The Governors and Trustees 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 Trust has nominated Trustee who act as the lead for monitoring safeguarding named on the front page of this document. The nominated governor will support the DSL and have oversight in ensuring that the Schools have an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies, structures supporting safeguarding children are reviewed at least annually and when required.

Governors do not list the school(s) that they govern for on social media as part of safeguarding to protect themselves and the schools. The Governing body/Trust Board receive reports from the Heads of School, which fulfil the safeguarding and related policy requirements.

3.2. Designated Safeguarding Lead (DSL)

Each school has appointed a member of the leadership team to act as the Designated Safeguarding Lead (DSL) – these contacts are listed at the start of this policy. Additionally, the DSL team work closely together to offer support.

Aspire	Bobbing	Grove Park	Iwade
Tracy Taylor	Sean Johnson	Lauren Flain	Katrine Stewart

The DSLs 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) at each 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.

Each school also has appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence. These persons are named on the front page of this policy, and on noticeboards around school site.

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

It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2025. This includes but is not limited to:
- Acting as the central contact point for all staff to discuss any safeguarding concerns

- o Maintaining a confidential recording system for safeguarding and child protection concerns
- o 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)
- o Liaising with other agencies and professionals in line with KCSIE and WTSC and note this on CPOMS
- o 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), including referrals, are followed, as necessary and recorded on CPOMS.
- o Follow up with any referrals through the digital front door not responded to within 1 working day) and note this on CPOMS
- o Representing, or ensure any Trust schools are appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- o Managing and monitoring each school role in any multi-agency plan for a child.
- o Being available during term time (during school hours) for staff in to discuss any safeguarding concerns.
- o Ensuring adequate and appropriate DSL/DDSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- o Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- o Helping 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 leadership staff.
- o Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities, including wrap around provision at each school.
- o To ensure that records are transferred and received in line with this policy
- o Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- o Informing the CEO of any significant 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).
- o Will take consideration regarding the wishes of the child, but will operate with the best interests of the child at heart

Each DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The Deputy DSLs will be trained to the same standard as the DSL. The DSLs will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods (*e.g. e-Bulletins, conferences, local meetings, other training etc.)* at regular intervals and at least annually.

3.3. Members of staff

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

All members of staff have a responsibility to:

- o Provide a safe environment in which children can learn.
- o Be alert to any issues of concern in a child's life at home or elsewhere.
- o Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection – see Appendix 1 page 32

- o Know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact this can have upon a child.
- o Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- o Be prepared to identify children who may benefit from early help and understand the early help process and their role in it.
- o Understand and use our schools' safeguarding policies and systems
- o Undertake regular and engage in appropriate training which is regularly updated
- o Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989 – see Appendix 5 on page 41
- o Know how to maintain an appropriate level of confidentiality
- o Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- o Act in line with our staff code of conduct and behaviour policy
- o Act in line with the Teachers' Standards which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff also:

- o Report any concern they have to a DSL as soon as possible – **it is everyone's responsibility**
- o Understand that GDPR does **not** prevent the reporting of safeguarding concerns
- o Ensure all children are able to develop appropriate strategies to recognise and respond to risk
- o Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
- o Maintain an attitude of **'it could happen here'** where safeguarding is concerned and to always act in the best interests of the child
- o Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare
- o Actively take opportunities to teach safeguarding such as online safety, road safety, PSHE, SRE etc

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

Staff at each school will determine how best to build trusted relationships with children and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

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

3.5. Parents and Carers

Parents/carers have a responsibility to:

- o Read and understand the relevant school/policies and procedures, encouraging their children to adhere to them, and adhere to them themselves
- o Talk to their children about safeguarding issues and support the school in their safeguarding approaches

o   Identify behaviours which could indicate that their child is at risk of harm, including online and seek help and support from the school, or other agencies
o   Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern.

4. Child Protection Procedures

4.1.   Recognition and categories of abuse, neglect and exploitation

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

All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children and Keeping Children Safe in Education 2025. This is outlined locally within the Kent Support Levels Guidance.

All staff at all BA-MAT schools recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
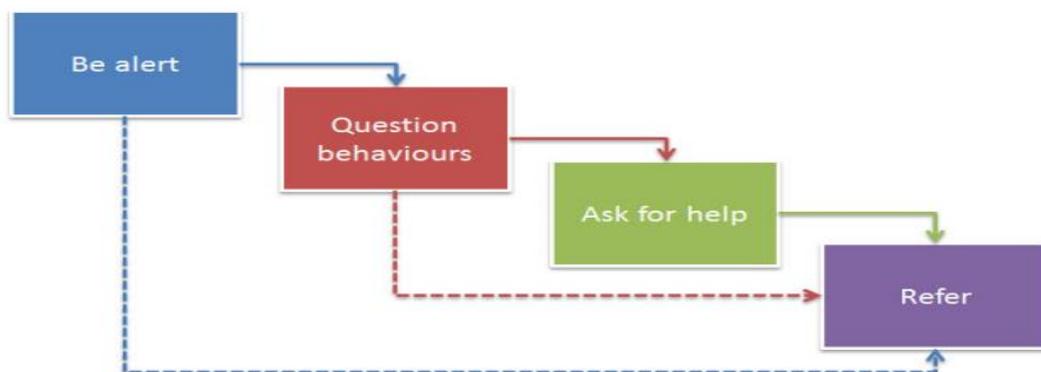
o   Physical abuse
o   Sexual abuse
o   Emotional abuse
o   Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 on page 34.

Staff should also refer to Part 1 and Annex A within "Keeping Children Safe in Education" 2025 and "What to do if you are worried a child is being abused". A copy of each of these are in Strat offices at each school with the safeguarding polices as well as on SharePoint for staff to access electronically, as well as being searchable online.

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

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

Each school recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child. Children

develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a child is being harmed however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

The schools recognise abuse, neglect and 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.

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

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

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the schools. Children can be at risk of abuse, neglect or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online from people they know (including other children) and from people they do not know, in many cases, abuse with take place concurrently via online channels and in daily life.

The schools recognise that some children have additional or complex needs and may require access to intensive or specialist services to support them. This is particularly the case at Aspire since all pupils have an EHCP for specialist provision which makes them much more vulnerable to safeguarding concerns. ==There are also many children in the mainstream schools with SEND who are also more vulnerable.==

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

If deemed necessary by the CEO or Lead DSL or by staff authorised by the CEO or Lead DSL, 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 policy which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.   [BA Policy Searching, Screening and Confiscation](#)

- o The DSL (or deputy) 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 Searching, Screening and Confiscation Policy. The DSL (or deputy) 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 (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

4.2. Responding to Child Protection Concerns

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

- Listen carefully to the child, reflecting the concern
- Use the child's language
- Be non-judgmental.
- Avoid leading questions; only prompting the child when necessary with open questions to clarify information where necessary, e.g. 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 on CPOMs in a timely fashion – use facts as the child presents them.
- Inform the DSL (or deputy), as soon as practically possible.

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

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from a consultation with a social worker from the Front Door (for contact information, see flowchart on page 1). In these circumstances, any action taken will be shared with a DSL as soon as is possible.

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

All school will respond to concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).

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

In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS) and are accessed via the 'Front Door Service'/Kent Children's Services Portal.

'Early help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners, including education providers, working together and taking collective responsibility to provide the right provision in their area.

- If early help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
- Where Intensive Support Early Help (provided by ICS, outlined in the KSCMP support levels guidance) is considered to be appropriate, the DSL (or deputy) will make a 'request for support' via the Kent Children's Services Portal.
- Staff, including the DSL, may be required to work with other agencies and professionals in an early help assessment.
- The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent Integrated Children's Services (via the portal) and/or the police, in line with the Kent Support Level Guidance and KSCMP procedures.

- Each school recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is **NOT** to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making**.**
- If it is believed that a child MAY be in need of support but are unclear whether a Request for Support should be submitted, the DSL may seek advice or guidance from a social worker via the Front Door Service before deciding next steps.

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent Integrated Children's Services (via the portal) and/or the police, in line with the Kent Support Level Guidance and KSCMP procedures.

- o [Name of School/College] recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making**.**
- o If they believe a child may be in need of support but are unclear whether a Request for Support should be submitted, the DSL may seek advice or guidance from a social worker via the Front Door Service before deciding next steps.

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

- o Staff will speak to a member of the school/college senior leadership team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for contact information, see flowchart on page x.
- o In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.

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

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

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

All BA-MAT schools are [Operation Encompass Schools](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.

4.3.   Recording Concerns – Child Protection records

A guide to CPOMS categories and processes can be found in Appendix 4 page 39

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on CPOMS online safeguarding system and with an Assignment and ALERT to the DSL (DSL team) without delay.
- Our child protection records will include a clear and comprehensive summary of any concerns, details of concerns which were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Staff, who work after school hours and have no access to laptops, will email their concern to the relevant email address. The DSL will then log this email on CPOMS so they can be acted on when the DSL arrives the next day.
- All concerns are recorded and kept on CPOMS. When a paper child protection file from a previous setting arrives, these are uploaded to the online system**.**
- Records will be completed as soon as possible after the incident/event, **using the child's words, " "** and the system will name, date and time stamped the record.
- Child protection records **will record facts and not personal opinions**.
- A body map will be completed if 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.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL. All members of staff have the information in Appendix 4 page 39 to support them
- Child protection records will be kept confidential and stored securely online. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school.
- Our child protection records will include a clear and comprehensive summary of any concerns, details of concerns which were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- Where staff have concerns such as a parent is repeatedly failing to take their child to medical appointments, have a repeatedly missing medication i.e. asthma pumps, or continuing to not treat ailments i.e. lice, these should be recorded on CPOMS
- *The Mainstream schools, where a child receives early intervention, such as counselling, this is also recorded on Insight under Pupil Notes.*
- All Staff WILL familiarise themselves with the responsibilities as outlined in this document.

4.4.   Transferring Child Protection Files

(added Sept 25)

All child protection records will be transferred via CPOMS or a document download and emailed securely in accordance with data protection legislation to the child's subsequent school. File will be shared within 5 days for an in-year transfer or within the first 5 days of the start of a new term

When a child from the Trust moves to a new school, at any time during the school year, the following steps will be taken to transfer the safeguarding records depending whether they can be transferred digitally or on paper. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

- Where a BA MAT school receives child protection files, the DSL will ensure key staff, will be made aware of relevant information as required. This will be uploaded to CPOMS as Incoming files under safeguarding which will notify all staff in the DSL team.
- Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil, and if so, if the files have been sent

Contact will be made with the new school by the school Office to check whether a CPOMS electronic transfer can be made.

3.4.1 Digital Transfer with CPOMS

- DSL will download the chronology and document vault for pupil
- Send a verification email of who will be receiving the documents
- Send to school via encrypted email
- Receive a receipt that is either logged on CPOMS or for Secondary Transfer filed in a Transition Folder

The CPOMS record will be transferred by a school DSL after the CTF is uploaded by the new school.

3.4.2   Paper Transfer

If the receiving school do not have CPOMS: 2 options of transfer occur.
- DSL will download chronology and document vault for pupil
- Paper receipt printed
- Documents sealed and either handed to school directly or posted via secure post.
- Receive a receipt that is either logged on CPOMS or for Secondary Transfer filed in a Transition Folder

4.5.   Multi-agency working

All schools in BA-MAT recognise 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 Schools' leadership team, Trustees, Governors 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. Some examples of multi-agency relationships may include, social workers, early help workers, health professionals (such as paediatricians, health visitors, mental health services and speech and language therapists), specialist teachers, education psychologists, other schools/settings where children attend more than one setting/provision and police.

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

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

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

Where a wider agency – such as Social Services or Early Help – request information about a child:

- Where a request is made by the phone, the contact details will be taken and the DSL will call the agency back. This is to confirm that this is an authorised agency request on a known phone number.
- If the Early Help or Social worker is known to the DSL (where a longer case is being actioned), this step can be missed after the identity has been initially confirmed
- Any requests for information will be logged on CPOMS, who the information was shared with, what information was shared and the decisions why that was shared. This supports GDPR and data protection
- Any information shared as a report, or by email will also be recorded by copying/uploading onto CPOMS

4.6.   Confidentiality and record sharing

(added Sept 25)

The Trust and its schools recognise our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2025 at WTSC.

Each school has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our Trust is compliant with all matters relating to confidentiality and information sharing requirements dpo@ba-mat.org.uk

All staff are made aware of the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures both confidentiality and safeguarding.
- Bourne Alliance MAT will ensure staff are aware of our **Staff Handbook** (which incorporates the Code of Conduct) and will ensure there is an area where staff may talk to parents and/or carers confidentially at each school
- We ensure that all staff are aware of the **confidentiality** policy (see links for safeguarding policies on page 2)
- All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.
- Staff are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
- The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on schools and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

- All staff will be provided with training and information to ensure they understand the relevant data protection principles which allow them to share and/or withhold personal information. Training is given annually as part of the first Staff Development Day in September and offered as a catch up session, or for new staff as part of induction.
- KCSIE, the Information Commissioner's Office (ICO), DfE Data Protection in schools guidance and DfE 'Information sharing advice for safeguarding practitioners guidance provides further details regarding information sharing principles and expectations.

The Head of School/HeadTeacher and DSL will disclose relevant safeguarding information about a pupil with staff on a **'need to know'** basis.

Further advice on responding to disclosures can be found in Appendix 2 on page 34

4.7. Complaints

All members of each 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 our Trust website and on SharePoint in the policies section.

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

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

The Team and DSLs 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 under the specific **Allegations of abuse against Staff** policy and in line with section 8 of this policy.

4.8. Sharing Social Services reports with parents

Where a report is prepared for a case under Child Protection, the prepared report will be either printed, then collected and signed for by the parents, or sent by email.

5. Specific Safeguarding Issues

Each school is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with children will read Annex B of KCSIE 2025 which contains important additional information about specific forms of abuse and safeguarding issues.

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

BA MAT policy library for specific safeguarding issues

Bourne Alliance MAT has a library of additional policy documents which relate to specific safeguarding issues. These are available on Safeguarding and Child Protection Policy Library

4.1	Child on Child abuse Autumn 2025.docx
4.2	Sexual violence and sexual harassment Autumn 2025.docx
4.3	Nudes and semi-nudes sharing by children Autumn 2025.docx
4.4	CCE and county lines incl grooming Autumn 2025.docx CSE incl grooming and upskirting Autumn 2025.docx
4.5	Serious violence Autumn 2025.docx
4.6	**Modern Slavery and the National Referral Mechanism (NRM)** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: Modern slavery: how to identify and support victims. If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will and responded to in line with this policy.
4.7	So called honour based abuse updated Autumn 2025.docx
4.8	Prevent duty and preventing radicalisation Autumn 2025.docx
4.9	Cyber crime Autumn 2025.docx
4.10	Domestic abuse updated Autumn 2025.docx
4.11	**Mental health** All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy. The mainstream schools also offer time with Bluesky, a trained counsellor who is onsite each week. Aspire school has access to a wellbeing team, mental health first aiders and a family therapist. See also
4.12	Not applicable at this time – bruising in non-mobile children

PLUS	Breast ironing updated Autumn 2025.docx
	Family members in Prison Children who have a family member in prison are at risk from poor outcomes including poverty, stigma, isolation and poor mental health. Where we are made aware, the FLO provides support the family, as well as the DSL team being made aware. This is logged on CPOMS as a safeguarding concern so it can only be seen by the DSL team as we recognise there is stigma for the family associated with this. **Links to provide support:** • https://www.nicco.org.uk/ • https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison • https://www.prisonadvice.org.uk/pages/faqs/category/tell-my-child • https://www.familiesoutside.org.uk/content/uploads/2017/12/Families-Outside-Schools-Booklet-for-Teachers.pdf - booklet for teachers on supporting prisoners' families • Home - Children Heard and Seen (added Sept 25)
	FGM Autumn 2025.docx
	Forced marriage Autumn 2025.docx
	Homelessness Autumn 2025.docx

These are used as separate sub-policies to support staff quickly accessing relevant information and to act as training materials in the additional safeguarding training provided during the year.

6. Supporting Children potentially at Greater Risk of Harm

Whilst **all** children should be protected, our schools acknowledge that some groups of children are potentially at greater risk of harm. This includes those with SEND,

See children at greater risk of harm updated Autumn 2025.docx

7. Online safety

BA MAT has a library of online safety documents which are available on Online safety policy library

Online safety policy library covers the following:
- **Harmful behaviour** – covering cyberbullying and trolling, sexual content including pornography, sexting, sharing nudes and semi-nudes, online sexual abuse, exploitation and grooming
- **Harmful content** – covering sexual content, violent, distressing or aggressive content, online hate content, harmful challenges and hoaxes, value based content, biased content, edited content, AI/disinformation and misinformation, dark web risks
- Online safety behaviour plan template

Additionally the Trust has an **BA MAT Online safety Autumn 2025.docx** policy and a Cyber crime Autumn 2025.docx policy .
It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Each of BA MAT schools adopt a whole school approach to online safety which will empower, protect, and educate

our pupils/students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Each 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.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSLs and DDSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including positive behaviour policies. Concerns will be logged on CPOMS and DSL will be altered.

- Internal sanctions and/or support will be implemented as appropriate. (e.g. Online behaviour plan implemented with pupil, parent and staff)
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Each school ensures that online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement. The Trust uses National College training for all roles.

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

We recognise that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face online. (Part 2 KCSIE) – see the **Online safety** policy for full details.

The Head of School/Headteacher will be informed of any online safety concerns by the DSL team or teachers, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body. More information for staff can be found on *www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety* .

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

- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Safer use of digital devices and Social Media policy and behaviour/wellbeing around the child policies.
- 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.

Each of our schools use a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, apps used to support education, MS Office and many other programmes. All school/college owned devices and systems will be used in accordance with relevant policies, including but not limited to acceptable use policies, bring your own device (BYOD) policies, mobile and smart technology policies, and with appropriate safety and security measures in place. See the **online safety** and **cyber security** policies. The staff handbook also references these policies and staff compliance to these.

For Aspire – see also Appendix 7 page 43 for addressing access to age inappropriate materials

7.1. Generative AI

Generative artificial intelligence (AI) presents exciting opportunities; if used safely and effectively, AI can support children to achieve at school/college and develop the knowledge and skills they need for life. Additionally, AI has the power to transform education by helping teachers and staff focus on teaching, for example, by reducing workload. However, the use of AI also poses several safeguarding risks to children and staff, as well as risks to the safety and integrity of systems.

See also the [Generative AI and the risks Autumn 25.docx](#) policy

The following links provide further information and policy templates which the school and Trust leaders consider:

- **Generative artificial intelligence (AI) in education - GOV.UK**
- **Using AI in education settings: support materials - GOV.UK**
- **Generative AI: product safety expectations - GOV.UK**
- **Generative AI in education: user research and technical report - GOV.UK**
- **Generative AI in education: educator and expert views - GOV.UK**
- **Data protection in schools - Artificial intelligence (AI) and data protection in schools - Guidance - GOV.UK (www.gov.uk)**
- **Artificial Intelligence and Online Safety | SWGfL**
- **Using artificial intelligence (AI) safely | Internet Matters**
- **Integrating AI in Schools: New Policy Template Available | SWGfL**
- **Ofsted's approach to artificial intelligence (AI) - GOV.UK**
- **National AI Strategy - GOV.UK**

BA MAT schools recognises that when used safely, effectively and with the right infrastructure in place, generative artificial intelligence (AI) tools have many uses which could benefit our entire school/college community. However, it is important to recognise that AI tools can also pose safeguarding risks to our community as well as moral, ethical and legal concerns. This includes, but is not limited to:

- exposure to inappropriate or harmful content, including bullying, harassment, abuse and exploitation
- privacy and data protection breaches/risks
- intellectual property infringements
- academic integrity challenges such as plagiarism and cheating
- exposure to inaccurate, misleading, or biased content.

BA MAT schools only permit the use of generative AI tools which have been approved and provided by the school/college for work and/or educational purposes, following the senior leadership team undertaking risk assessments and/or data protection impact assessments prior to use. This includes:

- <mark>Microsoft CoPilot</mark>

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

- Reading and understanding the Generative AI policy and relevant policies including safer use of digital devices and social media (including the acceptable use policy)
- Engaging in staff training
- Contributing to risk assessments for products being used
- Through direct education for pupils – driven through the Technology in the Curriculum project which is now in its second year

Our staff and pupils will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour/wellbeing around the child, data protection, complaints and child protection.

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

Where any school is responding to concerns regarding digitally manipulated and AI-generated nudes and semi-nudes, the school/college will respond in line with section 4.3 of this policy and the local KSCMP safeguarding procedures and UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

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

7.2. Mobile and Smart Technology

BA MAT and the schools understand the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.

In accordance with KCSIE and EYFS we have mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These are online safety and the safely using digital devices and social media policies. This is also summarised in our Staff Handbook.

7.3. Appropriate Filtering and Monitoring on school devices and networks

The schools in the Trust will do all we reasonably can to limit children's exposure to online harms through our provided devices and networks and in line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place. Each school ensures that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

Children are taught about online safety across the curriculum, and all sign the **safely using digital devices and social media guide for pupils** which is also shared with their parents. Our **EYFS policy** makes reference to online safety and how devices are monitored within EYFS for safeguarding purposes.

The [UK Safer Internet Centre](#) published [updated guidance](#) in 2025 as to what "appropriate" filtering and monitoring might look like; DSLs and SLT should ensure they are familiar with this updated guidance and its implications, for example filtering and monitoring responsibilities now explicitly include technologies using generative AI.

 To support schools and colleges to meet this duty, the Department for Education has published [filtering and monitoring standards](#) which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

This is all set out in the [BA MAT Filtering and monitoring Autumn 2025.docx](#)

7.4. Information Security and Access Management

Each school is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils. Further information can be found in **safely using digital devices and social media and online safety** policy. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

The Trust Strat team along with the Chair of the Trustees, are responsible for ensuring that each school has met the DfE cyber security standard for schools and colleges. [Cyber security standards for schools and colleges - Guidance - GOV.UK](#) This work continues with the support of Primary Technologies who support the annual review.

7.5. Remote/Online education

The Trust has a **remote education** policy which sets out how and when remote education may be provided.

The Trust will ensure that any remote/online sharing of information, communication and use on online learning tools and systems will e in lie with privacy and data protection requirements and local and national guidance.
All communication with pupils and parents will take place using school provided communication channels.
- Microsoft 365 – Teams
- Arbor MIS
- Pupils have own email accounts
- Class dojo

Staff and pupils will engage with remote teaching and learning, in line with existing behaviour principles as set out in our **Remote Education** policy

Staff and pupils 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. If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately, safeguarding remains everyone's responsibility.

- If a child discloses whilst in an online meeting with staff, the usual procedures must be followed. This is likely to mean that the child will need to be contacted separately by video call or phone call so that more information can be gained using TED.

- If any member of staff has concerns about live-stream issues by pupils, parents or other members of staff, these should be raised immediately with the senior Team. If the concern is about the senior Team in any school, it should be raised with the CEO
- 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. Each 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.

7.6.   Online safety training for staff

(added Sept 25)

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

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

7.7.   Educating pupils

(added Sept 25)

The schools ensure a comprehensive whole school curriculum in in place to enable all pupils to learn about and manage online risk effectively as part of providing a balanced and broad curriculum. This is delivered at every opportunity during the curriculum not just when using the internet. The Trust is implementing a Technology in the Curriculum project which enhances this to increase the education we provide to support our pupils to be safe online. This is delivered in an age/stage of development appropriate way at Aspire.

7.8.   Working with Parents and Carers

(added Sept 25)

The schools will build a partnership approach to online safety and will support parents and carers to become aware and alert of the potential benefits and risk and to reinforce the importance of children to be safe online by:

- Sharing Wake Up Wednesday Posters
- Highlight online safety new/ updates/ learning in newsletters and on our website

We 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 sites they might be asked to access and who from the school (if anyone) their child is going to be interacting with online. This is achieved by:

- Curriculum Maps
- Policies – including **Parent Code of Conduct** and **Parent/Pupil Safely using digital devices and social media**
- Information on the school website

Where the school is made aware of any potential harmful risk, challenge and or hoaxes circulating online, nationally or locally, we will respond in line with the Harmful online challenges and online hoaxes - GOV.UK

guidance to ensure we adopt a proportionate and helpful response. See also the [Harmful content Autumn 2025.docx](#) policy.

8. Staff Engagement and Expectations

8.1. Staff awareness, induction and training

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' 2025 which covers safeguarding information for staff.

- School leaders, including the DSLs and Governors and Trustees will read KCSIE in its entirety.
- All members of staff who work directly with children will read annex B of KCSIE.
- All members of staff have signed (using an Microsoft Forms) to confirm that they have read and understood the national guidance shared with them.

The Lead DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the safeguarding partners and carried out by the DSL or video with a presentation by the DSL.

- A yearly training session is held for all Trust Staff, including MDMs, Site Team, Office Teams, Finance, wrap around care staff, and all class facing adults.
- Further CPD will include online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Agency and third-party staff will receive appropriate child protection training – including online safety – that is updated a least annually to ensure they are aware of a range of safeguarding issues and how to report concerns.
- Further to this CPD sessions each term for class facing teams. New staff have full safeguarding training so that they are also equipped to support our pupils. We enhance our safeguarding training with planned and purposeful updates throughout the year. We also offer 'safeguarding on a page' documents to support those staff who do not regularly interact with children so that they can respond in line with the policy. This is followed up by the Trust DSL teams.
- 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 test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated.

Intimate care may be defined as any activity required to meet the personal care needs of each individual child – full details can be found in the **Intimate Care Policy**

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively through CPD inputs.

Our schools recognise 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 by inviting input at staff meetings or asking staff to respond to the policies and 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 an up-to-date register of who has been trained.

Although the school has a nominated lead, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

8.2. Safer Working Practice

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

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the **Code of Conduct as part of the staff handbook**.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the school expectations regarding safe and professional practice via the **staff Code of Conduct** within the staff handbook and safely using digital devices and social media policies. A safeguarding leaflet is shared at the Office for visitors and volunteers to identify DSLs in school. Additionally there are posters up around the school with images of the DSLs. Contractors have a leaflet which is given to them so they understand the safeguarding and H&S expectations whilst working on our school sites (added Sept 25)

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. Physical intervention is only used when the child is endangering him/herself or others and such events are recorded on CPOMS. This is in line with our **Positive Handling** policy.

At Aspire, all staff are trained in Team Teach. Any possible physical interventions are agreed in an individual behaviour plan, where agreed triggers/situations are listed, along with agreed Team Teach holds. This is agreed with the parents. In the mainstream schools a list of staff are trained at level 1 and level 2. In line with Aspire good practice, a risk assessment is completed the first time a Positive Intervention is needed for safety in which parents and carers agree to the Team Teach holds. This is in line with our **Positive Handling** policy.

All staff including contactors 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 **handbook/code of conduct, Safely using electronic devices technology and social media for staf**f (including AUP).

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

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People (2019).

8.3. Supervision and Support

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

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage. This will be done by an outside agent.

We 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 & promoting the welfare of pupils
- 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.

ECTs and new staff will receive induction training and have a mentor with whom they can discuss concerns including safeguarding concerns.

The induction process will include familiarisation with safeguarding responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare. Included in the Safeguarding Induction will include knowledge of all staff trained as Designated Safeguarding Leads and training on CPOMS where concerns are recorded and actions completed. They are directed to specific Safeguarding documents that they need to read.

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. Further information about a range of supporting organisations can be found in Appendix 3 page 35.

The schools' Safeguarding team (DSLs and DDSLs) have supervision meetings. The three aspects are:

- Oversight and accountability, checking through the thinking processes around specific children and ensuring all actions have been followed up appropriately
- Additional CPD sessions run by the Trust Lead DSL including discussing serious case reviews
- Need to recognise that own childhood experiences, cultural background and life events may colour our judgment and need a high level of emotional intelligence to ascertain if there is over-identifying with a child's experience or downplaying its significance
- Effective supervision can see when stress is beginning to take its toll.

The intended impact is:

- Support the safeguarding team
- Improve staff and pupil well-being
- Develop consistent approaches, practices and procedures
- Promote strengths
- Deal with frustrations and possible vicarious trauma of the role
- Have strategies to deal with persistent, challenging or difficult cases and look for patterns
- Reflect on own emotional response
- See things from a different point of view
- Increase confidence
- Explore all avenues for the good of the children and young people

Additionally we have external supervision which is offered to EYFS staff, but the open to all staff, including DSLs. Our CPOMS system also has an option when logging an incident to seek a debrief from a DSL to ensure that all staff can access support when they need it (added Sept 25).

9. Safer Recruitment and Allegations

9.1. Safer Recruitment and Safeguarding Checks

All our schools are 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. Each school will follow relevant guidance in Keeping Children Safe in Education 2025 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)

The Trust Board and Trust Executive Team are responsible for ensuring that the Trust follows safe recruitment processes as outlined within guidance. Including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training. This is recorded on the school's Management Information System Arbor.

Each school maintains an accurate Single Central Record (SCR) in line with statutory guidance. The SCR is a list of all staff, volunteers and governors and includes appropriate recruitment information such as:

- Dates of recruitment
- References
- Identity Checks
- Criminal Records check reference number, including date check was obtained & details of who obtained it
- Eligibility to work in the UK checks
- Other essential key data

We are also 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.

Where one of our schools places a pupil with an alternative provision provider, we will:
- Obtain written information from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff.
- Obtain written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff. (all added Sept 25)

See also the Safer Recruitment policy for full details.

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

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and the local Kent allegations arrangements, including discussions as necessary with the Local Authority Designated Officer (LADO). In depth information can be found within our 'Managing Allegations against Staff' policy. This can be found in SharePoint in staff policies.

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE) and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

> [Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership (kscmp.org.uk)](kscmp.org.uk)

Where the CEO/Lead DSLs are unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds', advice will be sought via the [Local Authority Designated Officer](#) (LADO) enquiry form.

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

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

See also **Allegations of abuse against staff** policy.

8.2.1 Concerns that meet the 'harm threshold'

AT BA-MAT schools, we recognise that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child
- 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 CEO/Head of School who will contact the **LADO** to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the CEO/Head of School, staff are advised that allegations should be reported to the Chair of Trustees who will contact the LADO to agree further action to be taken in respect of the child and staff member.

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

8.2.2 Concerns that do not meet the 'harm threshold'

We may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our '**Managing Allegations against Staff**' policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

BA-MAT schools have an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or

concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our **code of conduct**, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

- Low-level concerns should be shared confidentially in line with our code of conduct to Head of School or CEO if the concern is regarding the Head of School or Chair of Trustees if the concern is regarding the CEO.
- Where low-level concerns are reported to the school, the Head of School and CEO will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- The Head of School and CEO will share concerns and liaise with the LADO.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- o Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- o Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

9.3. Safe Culture

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

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

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the schools' safeguarding regime. The leadership team in each school takes all concerns or allegations received seriously.

All members of staff are made aware of our Whistleblowing Policy found in SharePoint. 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. There are posters displayed in the school to give information to staff.

Each 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 schools, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO or School Personnel Service.

For specific guidance on how to respond to allegations against staff, please refer to the **Managing Allegations Against Staff and Whistleblowing Policy** - When in doubt – consult.

10. Opportunities to teach Safeguarding

At our schools we will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through RSE curriculum. We will also supplement our curriculum with NSPCC safeguarding programs such as Pantasaurus as well as give opportunities to attend workshops to support their safeguarding understandings. This is delivered in a stage and cognitive appropriate way at Aspire school.

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

Our schools recognise the value of external organisations and/or speakers visiting to provide useful information or to help enrich children's education. However, we 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.

Each of our schools recognise 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, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Each 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.

Our schools recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse, neglect or exploitation and children with SEND. Our school systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate.

11. Physical Safety

11.1. Use of 'reasonable force'

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Further information regarding our approach and expectations can be found in our **Positive Handling** Policy and is in line with the DfE 'Use of reasonable force in schools' guidance.

Any use of Team Teach positive handling techniques are recorded on CPOMS.

11.2. The Use of Premises by Other Organisations

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

Where those services or activities are provided under the direct supervision or management of our 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 premises, the Headteacher/Head of School and Governing Body will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused.

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

See the **Lettings policy**

11.3. Site Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. For visitors attending in a professional capacity, such as social workers, early help staff, the school/college will check their ID and be assured that they have has had the appropriate DBS check or their employers have confirmed that their staff have appropriate checks.

Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

- Any visitor who is not DBS checked (with evidence shared) will wear a red lanyard and be accompanied at all times
- Any visitor who is DBS checked will have a blue lanyard and can be unaccompanied.

This is set out in the safeguarding leaflets available at the front office.

Volunteers

Volunteers have a DBS enhanced check when they apply as part of their safeguarding checks. Once this is received, they can commence voluntary service with us. They receive safeguarding training as part of their induction.

Visitors and contractors

Visitors or contractors on site will receive safeguarding information with practice-based information regarding knowledge of what to do if there is a concern and the appropriate use of phones and tablets. This is available in a leaflet kept at reception or it will be given to contractors by the Site Manager.

When the visitor or contractor attends site, they will sign in, have their ID checked and then be accompanied on site if they do not have a valid DBS check in place. The visitor or contactor will then be given a red visitor lanyard which they must wear at all times on site, along with their work ID, unless these must be removed for health and safety reasons which can only be agreed by the Site Manager. The lanyard must be replaced as soon as possible.

Approved Visitors and Contractors

The Offices at each school will hold a secured list of approved visitors and contractors who have had DBS checks in place. Information about the checks this will be recorded and shared at both schools via a restricted Teams. DBS confirmation can also be received from the company which employs the visitor and contractor. This will also be stored on the Single Central Register and personal data will be kept in line with the Retention policy and reviewed at least annually

Approved visitors and contractors will have their ID checked when they attend site and then they will be given a blue visitor lanyard which will indicate to staff that this visitor is checked and allowed to be unaccompanied whilst on site.

For visitors attending in a professional capacity, such as social workers, early help staff, the school will check their ID and be assured that they have has had the appropriate DBS check or their employers have confirmed that their staff have appropriate checks.

Teaching staff who visit from other schools known to the school, who show their school ID will then be given a blue visitor lanyard.

See also **Managing contractors** policy for more information.

The schools within the Trust 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.

12. Local Support

All members of staff at the schools are made aware of local support available.

Kent Integrated Children's Services; Children's Social Work Services and Early Help Intensive Support
- Kent Integrated Children's Services Portal – select 'urgent' if there is an immediate risk/concern
- Front Door Service No Name Consultation: 03000 411111
- Out of Hours Number: 03000 419191
- Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance

Local Early Help and Preventative Services and Family Hubs
- Early Help and Preventative Services - KELSI
- Early Help contacts - KELSI
- Kent Family Hubs - Kent County Council

Kent Police
- 101 or 999 if there is an immediate risk of harm
- Insert details for local support. For example, local PCSO, school officer.

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

Adult Safeguarding

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

Kent LADO Education Safeguarding Advisory Service (LESAS)
- Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership
- To refer to the LADO following an allegation being made against a member of staff, complete a referral on the Kent Integrated Children's Services Portal.
- To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the LESAS enquiry form.

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, exploitation and 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.

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

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

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

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

Signs that MAY INDICATE physical abuse

- o Bruises and abrasions around the face
- o Damage or injury around the mouth
- o Bi-lateral injuries such as two bruised eyes
- o Bruising to soft area of the face such as the cheeks
- o Fingertip bruising to the front or back of the torso
- o Bite marks
- o Burns or scalds (unusual patterns and spread of injuries)
- o Injuries suggesting beatings (strap marks, welts)
- o Covering arms and legs even when hot

- o Aggressive behaviour or severe temper outbursts
- o 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

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

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

Appendix 2: Keeping yourself safe when responding to disclosures

(the 6 Rs – what to do if…)

1. Receive
   - Keep calm
   - Listen to what is being said without displaying shock or disbelief
   - Take what is being said to you seriously
   - Note down what is being said

2. Respond
   - Reassure the pupil that they have done the right thing in talking to you
   - Be honest and do not make promises you cannot keep eg "It will be alright now"
   - Do not promise confidentiality; you have a duty to refer
   - Reassure and alleviate guilt, if the pupil refers to it eg "You're not to blame"
   - Reassure the child that information will only be shared with those who need to know

3. React
   - React to the pupil as far as is necessary for you to establish whether or not you need you need to refer the matter but do not interrogate for full details
   - Do not ask leading questions: "Did he/she..?"   Such questions can invalidate evidence
   - Do ask open "TED" questions: Tell, explain, describe
   - Do not criticise the perpetrator, the pupil may have affection for him/her
   - Do not ask the pupil to repeat it all for another member of staff
   - Explain what you have to do next and who you have to talk to

4. Record
   - Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
   - Do not destroy your original notes
   - Record the date, time, place, any non-verbal behaviour and **the words used by the child.** Always ensure that as far as possible you have recorded the actual words used by the child.
   - Record statements and observable things rather than your interpretations or assumptions

5. Remember
   - Contact the Designated Safeguarding Lead (DSL)
   - The DSL may be required to make appropriate records available to other agencies
   - KSCMP: www.kscMP.org.uk

6. Relax
   - Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 3: National Support Organisations

Additional links can also be found in Part 2 and Annex B of KCSIE 2025

KSCMP

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

NSPCC **'Report Abuse in Education'** Helpline 0800 136 663 or help@nspcc.org.uk

National Organisations

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

Support for staff

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

Support for Pupils

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

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org

- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.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/
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Domestic Abuse

- Refuge: www.refuge.org.uk
- Domestic abuse services: www.domesticabuseservices.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
- KSCMP: www.kscmp.org.uk/guidance/domestic-abuse

So Called Honour based Abuse

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

Criminal and Sexual Exploitation

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

- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals:
  www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- The Children's Society: www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

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

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk

Online Safety

- NCA CEOP: www.ceop.police.uk and www.ceopeducation.co.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
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- KSCMP: www.kscmp.org.uk/guidance/online-safety

Mental Health

- 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/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/

- MindEd: https://mindedforfamilies.org.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
- Kent Prevent Education Officers: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education

Children with Family Members in Prison

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

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Kent Resilience Hub

- https://kentresiliencehub.org.uk/

Substance Misuse

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

Appendix 4: Categories and processes

Mainstream schools: CPOMS

Safeguarding is all our responsibility therefore :

- Concerns should be recorded on CPOMS as soon as possible but before 12pm (morning concerns) or before 3pm (afternoon concerns)
- When writing a concern ensure you write **full first names, facts and pupil's own words** wherever possible without your interpretations
- Actions by FLO, DSLs, Community Leads or Assigned Staff to be recorded on CPOMS by the end of the working day
- Teacher and/or DSL meetings with parents arranged by the end of the day and where possible had the same day.
- Monitoring action should be completed within 24 hours of the initial alert – and updated as stated
- Referrals should be made promptly within 24 hours but ideally the same day
- 'Check in' requests should be emailed or recorded on CPOMs with an **Alert** to who should be carrying out this monitoring
- Check in should be updated on CPOMs weekly, or if a concern by the end of that day.
- Please ask to find out what has happened with your concern should you not have been notified

Main Category	ATTENDANCE	BEHAVIOUR	SAFEGUARDING	WELL-BEING
Sub Categories			• CHILD ON CHILD BULLYING • CHILD ON CHILD SEXUALISED	•
MUST ASSIGN	Community Lead	CLASS TEACHER, Community Lead or AHT	AHT DSL	Community Lead
MUST alert:	**Community Lead** **Head of School** **FLO** **Office Manager** **L Bunning at Iwade**	**Community Lead** **AHT** **Behaviour Lead** **Behaviour Team if applicable** **Class Teacher** **FLO**	**Head of School** **DSL team**	**Community Lead** **Class Teacher** **AHT** **Inclusion Lead** **Head of School** **FLO**

Note: Where a parent reports an incident of bullying, this should be coded in the first instance as Parent concern whilst it is investigated fully.

If incident relates to a child with a SEND/ILP/EHCP please alert Lauren Gilmour (Bobbing/Iwade) or Mandy Harling (Grove Park)

For DSLs

- Complex cases to be reviewed twice a term at the DSL supervision.
- Discussions and reasons for keeping open or closed
- Cases with multiple entries in a short term to be discussed during DSL Supervision and actions recorded.
- Record Actions to open reports daily.
- Keep those who have raised actions informed that you have taken steps – even if you can't share the details.

Aspire:

All adults in school have access to CPOMS. Once a concern has been raised, the duty DSL will read and assign a case owner to the concern.

Concern around:	**Child with Social Worker or Early Help Worker**	**Child with no SW/EH but is an urgent safeguarding concern**	**Child with no SW/EH and is not an urgent safeguarding concern**
MUST alert:	**Lead DSL Tracy**	**Lead DSL Tracy**	**Duty DSL**
Assign to:	Appointed DSL	Duty DSL	Class Teacher

If in any doubt, staff should consult the lead DSL Tracy.

Recording an incident guide

Student's Name
Incident • What are you worried about? • What did you observe/hear did you notice marks/ injuries etc. • Location – be precise? • Who else was around? • What was your initial response – what did you do (Action)? **FACTS ONLY** **CHILD'S WORDS IN SPEECH MARKS**
Category - Select the most appropriate category
Linked Students - Anyone else who was involved
Maps - Click on the Body Map to locate the marks observed
Date/Time - This will record automatically – if you know the time when this occurred, please record it here
Assign - This is important so the person know they need to act
Files - If you need to add a file as evidence
Alert - This keep relevant people informed. It is the safety barrier so that reports are not missed.
Submit incident

The Assigned person will now take action and record each step before the incident in closed.

Appendix 5 – Making a referral to Social Care

- Please speak to the Lead DSL before making a referral
- You may need to speak to a member of the Education Safeguarding Team before hand to discuss your thoughts and next steps - 03000 418503
- You may also ring for consultation with the Integrated Front Door: 03000 411111 (outside office hours 03000 419191)

Making the Referral

- Have CPOMS open you will be able to use this for DOB and addresses that are required for the form. It may also be helpful to have the child's file as sometime cross-checking information is useful.
- Click on the Hyperlink it will then take you to the Front Door – which is now all digital
- https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx
- A guide to the Front door referral https://www.youtube.com/watch?v=zganVVc5-bY
- Complete the form use evidence from CPOMS and if there is lots record it chronologically. If you believe they are at risk of harm you need to get that across - we are always happy to write in pairs.
- PARENT SHOULD AGREE TO THE REFERRAL UNLESS THE CHILDREN ARE AT RISK OF HARM
- It will ask for concerns and what you hope the resolution to be – be exact
- There is a box for additional information – anything else you think they should know - it might seem incidental but remember you know these children well.
- Once completed - save the form and upload to CPOMS
- Now click submit

Appendix 6 – Statutory assessments – information for DSLs

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children in need – section 17 - CiN

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm – section 47 – Child Protection

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The Local Authority should respond within 1 working day. Where this fails to be the case, the DSL will continue to call and follow up. These calls will be logged on CPOMS.

Appendix 7 – addressing access to age inappropriate material at Aspire school

This is also included in the Children at greater risk of harm policy in the safeguarding library.

At Aspire School, we recognise the vulnerability of our pupils when it comes to accessing apps or games that are age inappropriate. To tackle this issue, we have implemented a comprehensive approach aimed at safeguarding our pupils, staff and parents.

- **Learning Walks and pupil Voice** We will conduct learning walks to hear the pupils perspectives on online safety. Through discussions, we aim to understand their knowledge and experiences regarding age-inappropriate material. The School Council will also gather data on the games and apps children are using at home, which will help us prioritise our focus.
- **Weekly App Identification** Each week, we will identify one app that could potentially harm children. This app will be highlighted during staff briefings, ensuring that all staff members are informed about its risks. Additionally, information about the app will be shared with parents via Class Dojo.
- **Online Safety Lessons** For pupils on the 'Explore' and 'Discover' pathways, a 10 minute online safety lesson will be integrated into their weekly schedule before their computing lessons. These lessons will be from the National Online Safety lesson plans.
- **Monitoring and Reporting** To identify pupils at risk, we will produce termly reports on CPOMS, monitoring students who may be accessing inappropriate material.

Response Flow Chart for Continued Access to Age-Inappropriate Material

A child discloses they are accessing age-inappropriate material

First instance: Class teacher to contact parents to make them aware of the disclosure. Discussion of how class teacher can support.

Second instance: DSL to contact parents to inform them of the severity of accessing age inappropriate material. DSL offers support from school and signposts services.

Third instance: Parents asked to attend school for a meeting with DSL and Headteacher. Possibility of referral to social services discussed under the category of neglect to be discussed.