Policy Document for: Safeguarding and Child Protection
Based on: Keeping Children Safe in Education DfE Guidance September 2026
Using Kent County Council materials which are also incorporated in this policy and as such their information has copyright.

Date of last update: September 2026
Date of next full review: September 2027

Additions/amendments in this version

Sept 2026	*Policy re-written in line with latest guidance update DSLs, Designated Teachers. Changes in yellow highlight*

Key contact personnel in School

Trust DSL	Katrine Stewart
Safeguarding Trustee	Neil Peterson - Chair of Trustees
Trust digital safeguarding lead	Tamzin Wood

Designated Safeguarding Lead (DSL)

Aspire	Bobbing	Grove Park	Iwade	Bourne Alliance
Tracy Taylor	Charlotte Wybraniec	Lauren Flain	Katrine Stewart	Tamzin Wood

Deputy Designated Safeguarding Lead (DDSL)

Aspire	Bobbing	Grove Park	Iwade	Bourne Alliance
Mr Dipple HT Mr Denney Mrs Stephens Mrs Thomas Mr Tudball Mrs Goldup Mr Hopkins Mrs O'Reagan	Mrs Ferdinand Mrs Barnett Miss Heudebourck	Miss Middleton Mrs Bottomley Miss Bunning Mrs Dale Mrs Harling	Mrs Bunning Miss Brazil Mrs Piper Mrs Gilmour Mrs Whitnell Mrs Knight	Miss Lange Mr Wybraniec

Contact Details

Head of School Bobbing	**Mrs Wybraniec**	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.

In this policy, links to Trust/school policy are shown like this. Links to appendices of this policy are shown like this

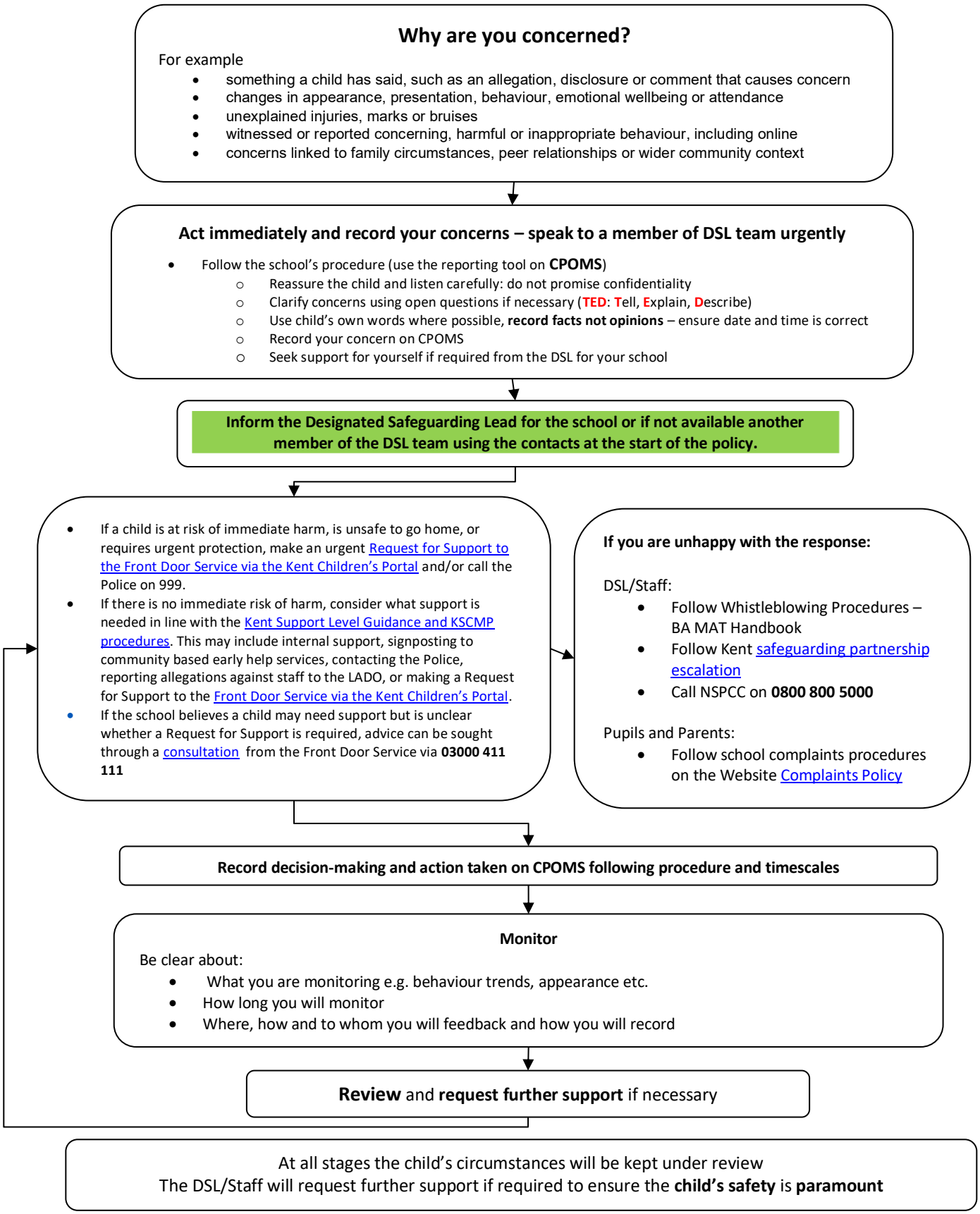
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What to do if you have a welfare concern in Bourne Alliance Multi Academy Trust



PART ONE: SAFEGUARDNG INFORMATION FOR ALL STAFF

2. Part one: A child centred and coordinated 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 networks 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 and in this policy as those up to the age of 18) have a right to be heard, protected and supported. This policy applied to all children, including those living with birth parents or extended family, children in kinship care, adopted children, looked after children, previously looked after children and care leavers. Where safeguarding concerns relate to pregnancy, staff will also consider the help , support and protection needs of unborn children.

All children have equal rights to protections, regardless of age sex, ability, culture, race, language, religions, belief, sexual orientation or identify. Our Schools are committed to creating and maintaining an inclusive, anti-discriminatory safeguarding culture. Staff are expected to recognise and challenge racism, discrimination and prejudiced and to consider how these experiences may affect children's safety, welfare and access to support. Staff are also expected to recognise and challenge misogyny, gender-based harm, hate and incel-linked ideology, and to consider how these experiences may affect children's safety, welfare and access to support.

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 school 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. This is also the case for some children in our mainstream schools.

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:

- **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children; safer recruitment procedures.
- **Protection:** following the agreed procedures; ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support:** adopt a child centred approach and provide support for all pupils, parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.
- **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' 2026. All staff, including those who do not work directly with children, must read Part One of KCSIE 2026 in full. Mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part One.

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' 2026 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

KCSIE 2026 emphasises a whole-school, coordinated approach to safeguarding, clear DSL cover arrangements, robust information sharing and strong online safety, including filtering and monitoring. This policy reflects those expectations.

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

These issues often overlap and children may be vulnerable to multiple harms at the same time, including online harms, serious violence, exploitation, misogyny and mental health concerns.

(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	• Positive handling • Suspensions and exclusions
Each School SharePoint		• Behaviour policy for each school
BA MAT SharePoint	Admin policies	• Attendance • Complaints • Data protection • Administration of medicines
BA MAT SharePoint	Class based policies	• Intimate care • PSHE SRE • BA MAT Abusive and violent visitors guide for Staff Autumn 2026.docx
BA MAT SharePoint	Safeguarding policies	• Acceptable use for visitors • Searching screening and confiscation See also page 36 for the safeguarding policy library and page 38 for the online safety policy library
BA MAT SharePoint	Health & Safety policies	• Health and safety • Control of infections • Food safety • Allergy safety • First aid
BA MAT SharePoint	Evacuation and Invacuation documents	• Stay inside, hide inside and lock 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

Our online safety, "Safely using digital devices and social media AI (including image use)", and mobile phone policies reflect KCSIE 2026 expectations around filtering and monitoring, generative AI, and the making and sharing of nudes and semi-nudes (including AI-generated or digitally altered images). Filtering and monitoring arrangements are reviewed at least annually and outcomes are recorded.

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 2026 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 have 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. The role of school staff

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.

They 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.
- Be 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).
- 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.
- Ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff
- Ensure that an appropriate senior member of staff, from the school's leadership team, is appointed to the role of designated safeguarding lead. *This is the Head in each school and the Assistant Head at Aspire School*
- 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.
- Ensure the Trust has a nominated Trustee who acts as the lead for monitoring safeguarding named on the front page of this document. They 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 and structures supporting safeguarding children are reviewed at least annually and when required.

- Ensure that Governors do not list the school(s) that they govern for on social media as part of safeguarding to protect themselves and the school
- Ensure that Governing body/Trust Board receive reports from the Heads of School, which fulfil the safeguarding and related policy requirements
- Ensure that all staff, including those who do not work directly with children, read Part One of KCSIE 2026 in full and that mechanisms are in place to support understanding and application.
- Ensure clear DSL cover arrangements are in place during term time, for school-led activities, educational visits, holiday provision and other organised activities outside normal school hours.
- Oversee annual reviews of the school's filtering and monitoring arrangements, mobile phone policy and wider online safety provision, ensuring records of these reviews are kept.
- Ensure that safeguarding policies and training reflect updated risks, including misogyny, incel ideology, modern slavery, financial exploitation, serious violence, mental health (including suicidal ideation) and AI-related harms.

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.

3.2. Designated Safeguarding Lead (DSL)

See Annex B for full information.

Each school has appointed a member of the leadership team to act as the Designated Safeguarding Lead (DSL) and have lead responsibility for safeguarding – 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	Charlotte Wybraniec	Lauren Flain	Katrine Stewart

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) 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 DDSLs are trained to the same standard as the DSL.

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 2026. This includes but is not limited to:

- Providing support and advice to other staff as the central contact point for all staff to discuss any safeguarding concerns

- Taking lead responsibility for online safety, including overseeing the annual review of filtering and monitoring systems, ensuring that the effectiveness of these systems is evaluated and outcomes are recorded
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Being available during term time (during school hours) for staff in to discuss any safeguarding concerns. This may in person, by phone or Teams call. Where a DSL is not available, staff can consult with a school based DSL or Trust DSL
- Ensure that clear safeguarding arrangements are in place during school holidays and periods when schools are closed. Where school-led activities, educational visits, holiday provision or other organised activities take place outside normal school hours, appropriate DSL cover and safeguarding arrangements will be maintained.
- Hold knowledge and oversight of the filtering and monitoring systems in place in their school
- 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.
- To ensure that records are transferred and received in line with this policy
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- 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).
- Will take consideration regarding the wishes of the child, but will operate with the best interests of the child at heart

Liaising with wider agencies:

- Manage referrals to wider agencies such as the Local Authority, Channel, DBS or Police
- Coordinating safeguarding action for individual children
    - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaising with other agencies and professionals in line with KCSIE and WTSC and note this on CPOMS
- 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.
- Follow up with any referrals through the digital front door that are not responded to within 1 working day and note this on CPOMS
- Representing, or ensure any Trust schools are appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Managing and monitoring each school role in any multi-agency plan for a child.

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:

- Provide a safe environment in which children can learn.
- Be alert to any issues of concern in a child's life at home or elsewhere.
- 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 56
- 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.
- Be able to identify and act upon indicators that children are, or at risk of, developing mental health issues.
- Be prepared to identify children who may benefit from early help and understand the early help process and their role in it.
- Understand and use our schools' safeguarding policies and systems
- Undertake regular and engage in appropriate training which is regularly updated
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989 – see Appendix 5 on page 66
- Know how to maintain an appropriate level of confidentiality
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Act in line with our staff code of conduct and behaviour policy
- 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.
- Be aware that safeguarding issues often overlap and that children may be at risk from multiple harms at the same time, including serious violence, exploitation, misogyny, online abuse, modern slavery and financial exploitation.
- Understand that "making or sharing of nudes or semi-nudes" includes images and videos that are self-taken, taken by others, livestreamed, digitally altered or generated entirely by artificial intelligence, and follow Trust procedures when concerns arise.
- Be alert to indicators of modern slavery, child-on-parent/carer abuse, financial exploitation and harmful sexual behaviour, including online.
- Recognise and respond to mental health concerns, including suicidal ideation, and understand how these may be linked to abuse, exploitation or serious violence

Staff also:

- Report any concern they have to a DSL or member of the DSL team as soon as possible – **it is everyone's responsibility**
- Understand that GDPR does **not** prevent the reporting of safeguarding concerns
- Ensure all children are able to develop appropriate strategies to recognise and respond to risk
- 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)
- Maintain an attitude of **'it could happen here'** where safeguarding is concerned and to always act in the best interests of the child
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare
- 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. Staff recognise that children may not recognise that what they are experiencing is abuse, neglect, exploitation, coercive control, harmful sexual behaviour or grooming.

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:

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

3.5. Parents and Carers

Parents/carers have a responsibility to:

- Read and understand the relevant school/policies and procedures, encouraging their children to adhere to them, and adhere to them themselves
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches
- Identify behaviours which could indicate that their child is at risk of harm, including online and seek help and support from the school, or other agencies
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern.

4. What school staff need to know

4.1. Support before statutory intervention

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school staff should be particularly alert to the potential need for additional support for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves

- Is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child.

Staff should understand that support may be provided through universal services and community-based Early Help, the targeted early help level of Family Help, or statutory intervention, and should discuss any concerns with the DSL in line with the Kent Support Levels Guidance.

4.2. 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 KCSIE 2026. 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:

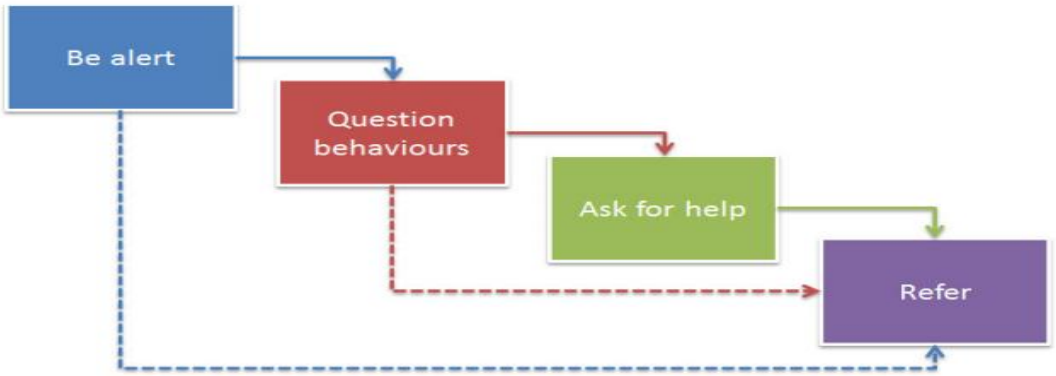
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

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 KCSIE 2026 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 of 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, 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 will 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. See BA MAT Searching screening and confiscation Spring 2026.docx

- 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 (in the policy linked above).
- 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.
- Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

5. Safeguarding issues

(new section added Sept 2026)

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below).

The following behaviours and indicators can be signs that children are at risk:

- Drug taking and/or alcohol misuse
- Unexplainable and/or persistent absences from education
- serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi nudes.
- Misogyny and incel-linked ideology
- Human trafficking and modern slavery
- Financial exploitation and fraud targeting children
- Mental health, including suicidal ideation and self-harm
- Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or "sexting", including AI-generated or digitally altered images and deepfakes
- Online safety, including harmful content, contact and conduct, misuse of generative AI and mobile phone-related harms
- Domestic abuse, including child-on-parent/carer abuse

5.1. Child on child abuse

The Trust recognises that children can abuse other children and that this can happen both inside and outside school and online.

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying
- physical abuse
- sexual violence
- sexual harassment
- abuse in intimate personal relationships
- initiation or hazing type violence and rituals
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and videos
- upskirting.

All concerns regarding child-on-child abuse will be taken seriously, investigated appropriately and responded to in line with safeguarding procedures. The Trust adopts a zero-tolerance approach to abuse and will ensure that both victims and alleged perpetrators receive appropriate support and intervention.

See Child on Child abuse Autumn 2026.docx

5.2. Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

See CCE and county lines incl grooming Autumn 2026.docx and CSE incl grooming and upskirting Autumn 2026.docx

5.3. Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

See Domestic abuse Summer 2026.docx

5.4. Female Genital Mutilation

Whilst all staff should speak to the DSL or DDSL with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on **teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

See FGM Summer 2026.docx

5.5. Mental health

See section 7.3 for full details.

5.6. Serious Violence

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending.

See Serious violence Autumn 2026.docx

6. What school staff should do if they have concerns about a child

All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately.

See also Appendix 4 for more school level details of responding to concerns

6.1. Responding to Child Protection Concerns

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

If staff are 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).**

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.

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

If staff have any concerns about a child's welfare or safety, they are expected to act on them immediately.

6.2. Recording Concerns – Child Protection records

A guide to CPOMS categories and processes can be found in Appendix 4 page 64

- 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. Completing a written record must not delay urgent safeguarding action.
- 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 64 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 e.g. asthma pumps, or continuing to not treat ailments e.g. lice, these should be recorded on CPOMS
- *In Mainstream schools, where a child receives early intervention, such as counselling, this is also recorded on Insight under Pupil Notes.*
- All Staff MUST familiarise themselves with the responsibilities as outlined in this document.

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

Contacting a DSL or DDSL

If staff are unsure whether something is a safeguarding issue, they will speak to a DSL. 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 DSL in another school or the Trust DSL (all named on the top of this policy) or take advice from a consultation with a social worker from the Front Door.

In these circumstances, any action taken will be shared with a DSL as soon as is possible.

7. Agency referral and support

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

Where safeguarding concerns are identified, options may include:

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

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

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

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

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

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

Parents & carers

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

- **Parent/carer agreement to engage is not required** for *'Family Help – Children in need of protection (Level 4)'*, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A Request for Support must be made in these circumstances; however, it is **good practice** for the school to work openly and transparently with parents/carers and inform them of the Request for Support where it is safe to do so.
- Parents/carers **will not be informed** before a Request for Support is made **where this may place a child at increased risk of harm, place an adult at risk of serious harm, prejudice the prevention or detection of serious crime, or undermine a criminal investigation.**

7.1. Community-based Early Help assessment

Community-based Early Help is support for children of all ages that improves a family's resilience, improves outcomes or reduces the chance of a problem getting worse. It is not a single service, but a system of support delivered by local authorities and their partners, including education providers. The Kent Support Levels Guidance describes this as '*children with emerging needs (Level 2)*'.

- Children at this level are usually best supported by professionals who already work with them, such as health professionals, early years settings, schools or colleges, and/or through community resources such as Family Hubs or voluntary services.
- A Request for Support via Front Door Service is not required for support at this level.
- Where community-based Early Help is appropriate, the DSL will consider what support can be provided within school and/or through local universal, voluntary or community services, including Kent Family Hubs.

Where the need of a child/family escalate, become persistent, or cannot be met by universal or community-based Early Help alone, the DSL will consider whether a Request for Support to Family Help is required in line with the Kent Support Levels Guidance

7.2. Statutory children's social care assessments and services

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police. Referrals should follow the local referral process.

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

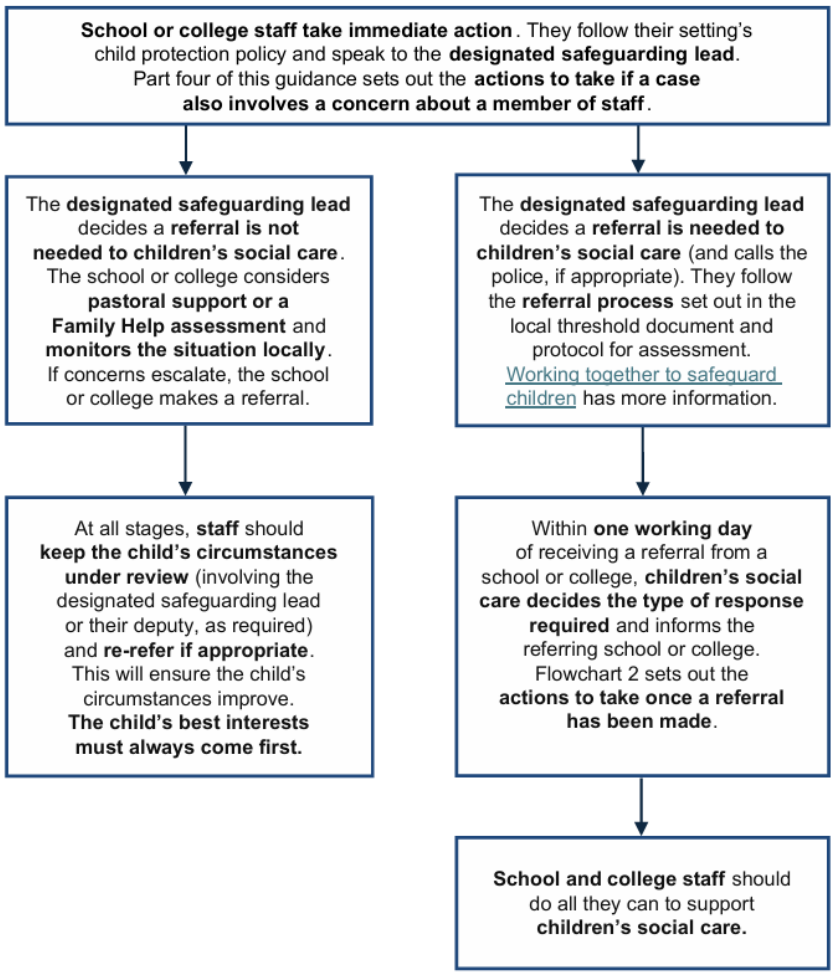
- A Request for Support is required and will be made to the Front Door Service via the Kent Children's Services Portal.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, and needs and risks cannot be safely managed through targeted or Child in Need Family Help support alone, a statutory child protection response is required. The Kent Support Levels Guidance describes this as '*Family Help – Children in need of protection (Level 4)'*.

- Safeguarding activity at this level is led under section 47 of the Children Act 1989.
- A Request for Support is required and will be made to the Front Door Service via the Kent Children's Services Portal.
- If a child is at immediate risk, the Request for Support will be marked as "urgent".
- **If the child is in immediate danger, emergency services will be contacted using 999.**

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

7.3. Actions taken when there is a concern about a child



7.4. Making a referral

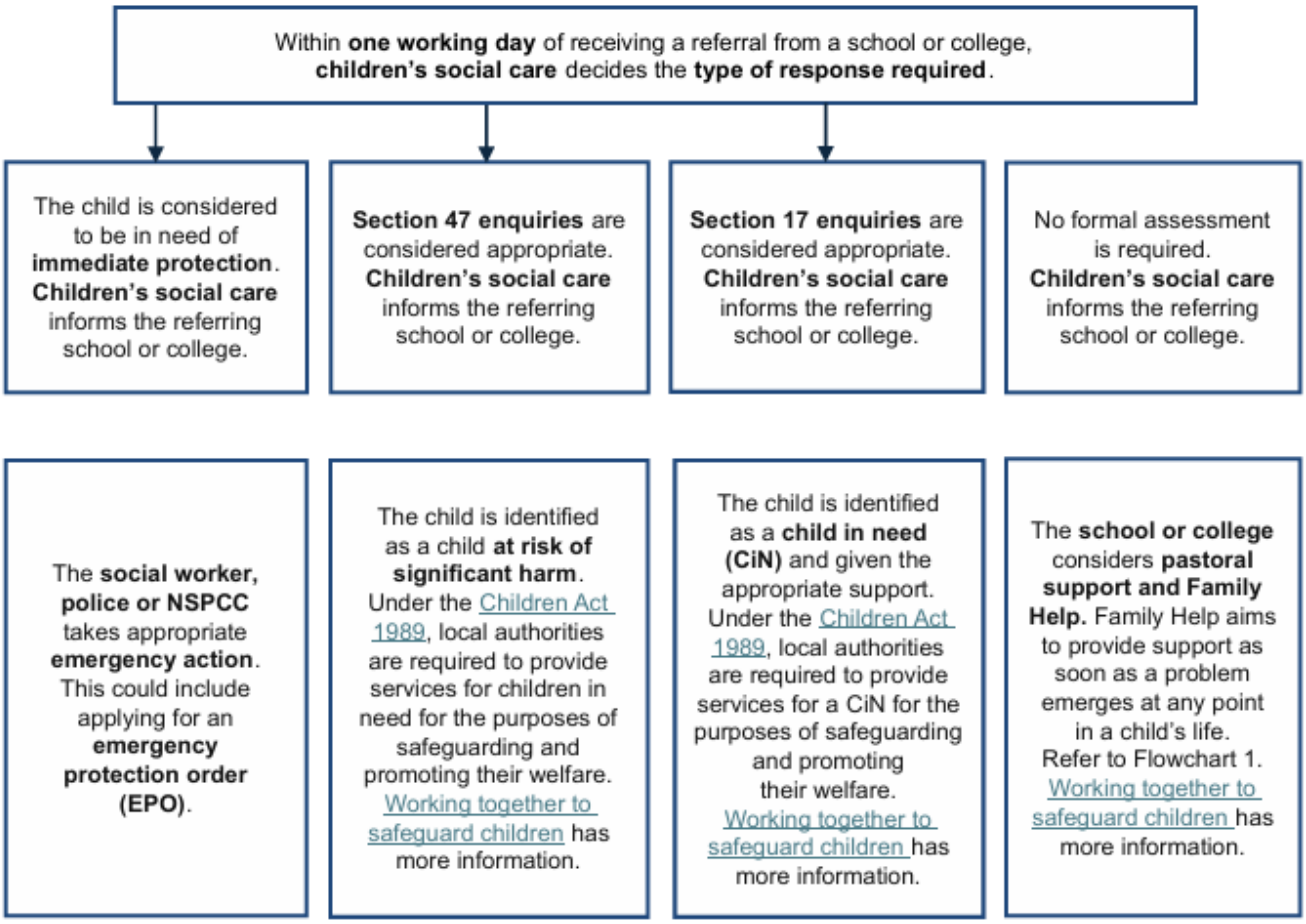
All schools will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, the Kent Support Levels Guidance which follow the principle of 'Right Help, Right Time, Right Professional'.

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

All staff will be made aware of the process for identifying, assessing and responding to children's needs in line with the Kent Support Levels Guidance. This includes understanding the criteria, including the level of need, for when children and families may be supported through:

- universal services and community-based Early Help
- the targeted early help level of Family Help, under sections 10 and 11 of the Children Act 2004
- statutory services under section 17 of the Children Act 1989, including children in need and disabled children
- statutory child protection processes under section 47 of the Children Act 1989, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm
- care and supervision proceedings under section 31 of the Children Act 1989
- accommodation under section 20 of the Children Act 1989.

7.5. Actions taken once a referral has been made to children's social care



7.6. Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, MUST be recorded on CPOMS. This will also help if/when responding to any complaints about the way a case has been handled by the school. CPOMS keeps his confidential and stored securely.

If any member of staff has any concerns about logging they should speak to the DSL or DDSL and see appendix 4.

8. Why is this important?

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.

8.1. What should staff do if they have a concern about safeguarding or an allegation about another staff member

See point 14 for full details, along with the **allegations of abuse** about staff policy.

Should staff have any concerns about safeguarding practice, they should follow the **whistleblowing** policy.

Part Two: Management of safeguarding

9. Part 2: Managing safeguarding

Part two of KCSIE 2026 sets out the responsibility for Trustees, Leaders and Governors. See 3.1 section on the roles of Governors, Trustees and Leaders.

Trustees, Governors and Leaders have a strategic leadership responsibility for the Trust and Schools safeguarding arrangements. The Safeguarding Trustee undertakes monitoring to ensure that these are being met, along with reports from the CEO and Heads to the other committees.

The wider DSL team ensure that all Trustees and Governors receive appropriate safeguarding and child protection at induction and at least annually. This equips them with the knowledge to provide strategic challenge and to test and assure themselves that the policies and procedures are in place which are effective. These policies and procedures must ensure a robust and whole school approach to safeguarding.

Trustees, Governors and Leaders must assure themselves that the school's filtering and monitoring systems are effective, age-appropriate and meet the DfE filtering and monitoring standards. They will receive regular reports from the DSL and technical leads to evaluate the effectiveness of these systems.

This is to meet the requirements of KCSIE, Human Rights Law, Public Sector Equality Duty, GDPR, regulations relating to school premises and The Equality Act.

9.1. Information sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes.

Staff should 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, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Staff are aware that The data protection laws do not prevent the sharing of information for the purposes of keeping children safe.

9.2. Staff training

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' 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 also read annex A of KCSIE.
- All members of staff have completed a Quiz on KCSIE 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 through face to face of The Key Safeguarding Suite Training.

- 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.
    - Training will ensure staff understand the four categories of online risk: **content, contact, conduct and commerce**, and how these apply to filtering, monitoring and responding to online safety incidents
- 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.
- Staff will receive updates on emerging technology-related risks, including generative AI, deepfakes, synthetic media, and digitally manipulated imagery, in line with KCSIE 2026.
- 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. This is further embedded through regular safeguarding questions and model responses at weekly briefings.

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.

9.3. Opportunities to teach safeguarding

At our schools we will ensure that children are taught about safeguarding, how to keep themselves and others safe, 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.

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, derogatory behaviour and other forms of physical violence or conflict

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. This may include children who are victims of abuse, neglect or exploitation, children with SEND, children with a social worker, children who are care experienced, young carers and children who may be more vulnerable to online harm or child-on-child abuse. 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.

Through the curriculum and wider safeguarding education, BA MAT schools will support pupils to learn about relevant safeguarding themes in an age and ability appropriate way. This may include positive relationships and the skills that support them, healthy and respectful relationships, boundaries, consent and kindness in relationships, stereotyping, prejudice and equality, body confidence and self-esteem, recognising and reporting concerns about abusive relationships, including coercive and controlling behaviour, the concepts of, and laws relating to, sexual harassment, sexual violence and abuse, why sexual harassment and sexual violence are always unacceptable and never the fault of the person who has experienced it, online harms, including sharing images, nudes and semi-nudes, deepfakes, pornography, misogynistic influencers, online bullying, grooming, exploitation, misinformation, disinformation and how and where to access help and support. Preventative education will also include teaching pupils how to identify misinformation, disinformation and online manipulation, in line with KCSIE 2026.

Online safety will be addressed through the curriculum and safeguarding education approaches. This will support pupils to understand content, contact, conduct and commerce risks, safe and respectful use of technology, privacy, reporting concerns and where to get help. Further information about the Trust's wider online safety approach is set out in section 7 of this policy.

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

We recognise the value of external organisations and speakers in enriching safeguarding education. External organisations and speakers will be assessed before they are given access to pupils This may include considering the educational value of the input, the age and ability appropriateness of content, alignment with our values and curriculum aims, any safeguarding considerations, and whether relevant checks or supervision arrangements are required.

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

10. Online safety

The Trust holds a suite of policies directly linked to online safety and relevant online concerns:

- BA MAT Online safety Autumn 2026.docx
- Cyber bullying Spring 2026.docx
- Cyber crime Autumn 2026.docx
- Deep fakes Spring 2026.docx
- Generative AI and the risks Autumn 26.docx
- Harmful content Autumn 2026.docx
- Nudes and semi-nudes sharing by children Autumn 2026.docx
- CSE incl grooming and upskirting Autumn 2026.docx

Additionally there are links for risks of online content or contact in other policies including:

- CCE and county lines incl grooming Autumn 2026.docx
- Child on Child abuse Autumn 2026.docx
- FGM Summer 2026.docx
- Forced marriage Autumn 2026.docx
- Harmful sexual behaviour Autumn 2026.docx
- HSB Sexual violence and sexual harassment Autumn 2026.docx
- Modern Slavery Autumn 2026.docx
- Prevent duty and preventing radicalisation Autumn 2026.docx
- Sexual violence and sexual harassment Autumn 2025.docx
- BA MAT Racism discriminatory biased and derogatory language Autumn term 2026.docx

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 the DSL team will be alerted.

- 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 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 identify 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.– 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 68 for addressing access to age-inappropriate materials

10.1. Generative AI

BA MAT schools recognise 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 **will not** permit the use of generative AI tools for work and/or educational purposes unless they have been approved by the school following appropriate risk assessment and a Data Protection Impact Assessment (DPIA). The risk assessment will evaluate whether the tool meets the DfE generative AI product safety standards expectations and will consider safeguarding, data protection, privacy, confidentiality, age and ability of users, content risks, bias and accuracy, intellectual property, academic integrity, information security and how use will be monitored or reviewed

See also Generative AI and the risks Autumn 26.docx

Training and awareness for staff

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 throughout the year
- 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.

AI tools permitted

- We will maintain a record of any generative AI tools approved for staff - the main tool approved is Copilot.
- AI tools that record, transcribe, summarise or generate notes from meetings, lessons, training or online discussions must only be used where approved by the school and in line with safeguarding, confidentiality, consent, data protection and acceptable use arrangements. All participants will be made aware where such tools are being used and how any information will be captured, used, stored and shared.
- We will ensure expectations about the safe and appropriate use of AI are set out in our acceptable use arrangements.

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

Where any School believes that AI tools may have facilitated the creation of child sexual abuse material, the school 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 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.

10.2. Deep fakes

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.

See also Deep fakes Spring 2026.docx

Where pupils are suspected of creating or sharing AI generated sexual images of children, including wholly synthetic content, appropriate safeguarding and criminal thresholds are considered in line with child on child sexual abuse guidance, harmful sexual behaviour frameworks and Police referral processes where necessary.

10.3. Mobile and Smart Technology

(Added Sept 26)

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

Our wider approach to mobile phones, smart devices and wearable technology, including expectations for pupils/students, staff, visitors and parents/carers are set out in our relevant policies

We will operate in line with the expectation that schools are mobile phone-free environments by default. Pupils will not have access to mobile phones during the school day, including during lessons, transition times, breaktimes and lunchtimes, except where an agreed exception applies (such as for medical needs). Any exceptions will be determined by the school leadership team in line with safeguarding, behaviour, accessibility, reasonable adjustment and considerations around individual need, and will be set out in the Trust policy and must be risk assessed. This policy also sets out the procedure for pupils handing in their mobile phones and how staff, visitors and contractors are expected to use their mobile phones and devices.

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

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

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

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.

10.4. 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.

Each school will complete an annual filtering and monitoring review, ensuring systems meet DfE standards and reflect the current risks faced by pupils. In line with KCSIE 2026, the Trust will publish a summary of its filtering and monitoring arrangements on the school website.

See BA MAT Filtering and monitoring Autumn 2026.docx

10.5. Cyber security

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

- Each School will ensure expectations are in place for secure access to systems and information. This includes arrangements relating to passwords, account access, user permissions, multi-factor authentication where applicable, use of systems, secure storage of information, reporting concerns and responding to incidents.
- We will review the effectiveness of information security, access management and cyber security arrangements periodically, and in response to cyber incidents, data breaches, system changes, technology developments or updates to national guidance.
- Staff will report concerns about data breaches, cyber security incidents, inappropriate access to systems, lost or stolen devices, compromised accounts, phishing, malware or risks to safeguarding information.
- 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.
- This work continues with the support of Primary Technologies who support the annual review.

See also the **online safety** and **safely using digital devices staff** policies

10.6. 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 be in line 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
- Staff will be aware of the safeguarding risks associated with live streaming, including inappropriate contact, unsolicited communication, and exposure to harmful content.
- 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.

10.7. Online safety training for staff

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

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

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

10.8. Educating pupils

The schools ensure a comprehensive whole school curriculum is 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.

We ensure that our pupils receive age and ability appropriate education to help them understand online risks and how to stay safe online.

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

10.9. Working with Parents and Carers

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.

10.10. Reviewing online safety

BA Mat Schools recognise that technology, and the risks and harms related to it, evolve and change rapidly. The Schools will review their approach to online safety at least annually, supported by a risk assessment which considers and reflects the current online risks faced by pupils.

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

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

11. Use of reasonable force

See also Use of reasonable force and other restrictive interventions guidance

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.

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

There may be circumstances when it is necessary for BA MAT staff to use restrictive interventions to safeguard children, staff or others from harm. This approach is informed by the DfE guidance Restrictive interventions, including the use of reasonable force in schools and is documented in the Trust policy BA MAT Positive Handling Policy Spring 2026.docx

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

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

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

Restrictive interventions will only be used when necessary, never as a punishment, and only where there is a real risk of harm. Any use of reasonable force will be lawful, necessary and proportionate. It will involve no more force than is necessary, will be used for the shortest possible time, and will depend on the individual circumstances.

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

In line with the DfE statutory guidance, all significant incidents involving restrictive interventions, including the use of reasonable force, restraint or seclusion, will be recorded in writing as soon as practicable and reported to parents/carers as soon as practicable, unless doing so would place a child at risk of harm or compromise a safeguarding or criminal investigation.

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

Further detail regarding behaviour management, de-escalation strategies, staff training and physical intervention can be found in the **Positive Handling** and **Behaviour** policies.

- 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 poses a risk. All such events are recorded on CPOMS.
- Any Restrictive Physical Intervention (RPI) must also be shared with parents/carers and needs an adjustment to /creation of a RA to reflect the risks and strategies
- Suitable staff are trained in Team Teach by the Trust Team Teach trainers. This is set out in the Positive Handling policy
- 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.

12. Safer working practice

- 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
- 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)

12.1. Online risks as part of safe working practice

All staff, including contractors, will be made aware of the online risks associated with the use of social media, AI, online platforms and digital communication. This is in the relevant policies for staff and is part of the visitor and contractor safeguarding leaflets, along with the school expectations.

Staff will understand digital professional boundaries, including expectations relating to personal devices, messaging, social media, and maintaining appropriate online conduct.

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

13. Lettings

The Trust schools let their school sites for use by external clubs or community organisations such as the local Church or dance classes. Additionally the premises can be used by the PTFA for events for the school and occasional staff use for private parties.
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.

Where an allegation relates to an incident involving an individual or organisation using school premises for activities with children, the school will follow Part Four of KCSIE and inform the LADO as appropriate.

See the **Lettings policy**

14. Physical Safety

14.1. Safeguarding in physical spaces, sport and residential arrangements

(added Sept 26)

BA MAT Schools recognise that safeguarding children includes ensuring that physical spaces, activities and accommodation arrangements are safe, appropriate and protect children's privacy, dignity and wellbeing.

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

Decisions relating to mixed-sex accommodation or supervision will be made in line with safeguarding duties, equality law and KCSIE 2026, ensuring privacy, dignity and safety for all pupils.

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

Where a child requires an alternative arrangement in relation to toilets, changing rooms, showers, sport, residential accommodation or similar provision, the school will consider this through a careful, recorded and safeguarding-led process. This will include consideration of the child's needs and wishes, the safety and welfare of other children, relevant legal duties, practical arrangements and any relevant guidance. Where the request relates to a child who is questioning their gender, this will be considered in line with section 6.13 of this policy.

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

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

14.2. 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 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.

Any individual who is not known or identifiable on site should be challenged by staff for clarification and reassurance. Children will be encouraged to report any concerns about unknown or unidentified adults to a member of staff.

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.

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

15. Alternative Provision (AP)

On occasion, the school may use Alternative Provision to meet the needs of a pupil. Where this is the case the schools:

- Are aware that they remain responsible for the safeguarding of the pupil and ensure that the placement meets their needs. They must conduct their own due diligence to be assured the provision is appropriate
- Obtain written information from the AP that appropriate safeguarding checks have been carried out and how any changes to the provision could put the child at risk in the future (such as a change of staffing).
- Consults with the Local Authority to ensure that all checks and evidence has been collected and recorded.
- Must know where the child in AP is during school hours – so they must hold the addresses of any subcontracted provision or satellite sites the child may attend
- Know that the AP must be regularly reviewed (at least half termly) to ensure the child is regularly attending, the placement continues to be safe and meets the childs needs

Additional guidance used https://www.gov.uk/government/publications/alternative-provision and https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

15.1. 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. 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 60.

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 is 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).

15.2. Attendance in school

We expect all children to be in school every day and undertake safeguarding checks where this is not the case.

- All schools undertake first day calling if a child fails to attend as expected
- If a child remains absent (as they are reported as being unwell and at home), the school will call and speak to the child or require to see them in person or on a Teams call within 5 days UNLESS the family are already known to the school as a concern in which case this will be in 3 days
- Where attendance concerns become persistent, repeated or severe, safeguarding records will be reviewed by the DSL to identify any emerging patterns of risk, abuse, neglect, exploitation or unmet need. Attendance concerns will be considered alongside all other safeguarding information held by the school.
- The school recognises that children missing from education may be at risk of abuse, neglect, exploitation or other safeguarding harm, and will respond in line with CME statutory guidance.

16. Information sharing and managing the child protection file

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 2026 at WTSC, KSCMP procedures and data protection legislation. The DSL is responsible in each school for ensuring the safeguarding records for each child are complete.

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

- iwadedpo@ba-mat.org.uk
- bobbingdpo@ba-mt.org.uk
- groveparkdpo@ba-mat.org.uk
- aspiredpo@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 8)
- All staff are made aware of the need to protect children's privacy and to handle information in a way that is lawful, proportionate and secure. Staff are also made aware that confidentiality must never prevent appropriate safeguarding action from being taken.
- Staff will not promise confidentiality to a child, as safeguarding concerns may need to be shared with the DSL, the Front Door Service, the police and/or other agencies where appropriate.

- Staff are expected to be proactive in sharing information as early as possible to help identify, assess and respond to concerns about a child's safety, welfare or wellbeing. Staff will not assume that a colleague or another professional will share information that may be critical to keeping a child safe.
- Data protection laws do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Information sharing decisions will be informed by safeguarding need, risk assessment, proportionality, data protection requirements and the need to promote the welfare and safety of the child and others.
- Staff will have due regard to relevant data protection laws and principles, including when information should be shared and when it should be withheld. Staff will receive appropriate information and guidance about confidentiality, information sharing and data protection through our staff handbook, confidentiality policy and staff training.
- Where possible and appropriate, staff will be open and transparent with children and families about what information may be shared, with whom and why. However, information may be shared without agreement where this is necessary to safeguard a child, promote a child's welfare, prevent delay or avoid increasing risk.
- The Heads and DSL will share relevant safeguarding information with staff on a need-to-know basis, so that staff can safeguard and support children appropriately.
- Staff can access further information through the confidentiality policy, data protection policy and/or information governance procedures
- Further advice on responding to disclosures can be found in Appendix 2 on page 59

16.1. Transferring Child Protection Files

- 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.
- When a child leaves one of the schools in the Trust, the DSL will ensure that their child protection file is transferred to the DSL at the new setting as soon as possible. This will be **within 5 days for an in-year transfer or within the first 5 days of the start of a new term**.
- Child protection files will be transferred securely, separately from the child's main file, and in accordance with data protection legislation and statutory safeguarding guidance. Confirmation of receipt will be obtained.
- In addition to transferring the child protection file, the DSL will consider whether it is appropriate to share relevant information with the DSL at the new setting in advance of the child leaving. This may include information to support the new setting to undertake an assessment of risk to others, as well as to make arrangements to safeguard the child, promote their welfare or continue appropriate support. Where there are safeguarding concerns, known risks or significant support needs, the DSL will instigate a direct conversation with the new setting to support effective information sharing and transition planning.
- Where a school receives a child protection file from another setting, the DSL will review the records and ensure relevant staff are made aware of information they need to know in order to safeguard and support the child. This may include the Inclusion lead, AHTs, relevant teaching staff or other appropriate members of staff.
- Where information shared during transition indicates that a child may present a risk to others and/or may be at risk themselves, the school will consider what safeguarding action is required before, or as soon as possible after, the child starts. This may include completing or reviewing a safeguarding risk assessment and putting in place an appropriate safety and support plan.
- Where a child joins the school and no child protection file is received, the DSL will proactively contact the previous setting to confirm whether a child protection file exists and, if so, ensure it is transferred securely without delay.

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.

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

16.2. 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 complaintshttps://www.bourne-alliance-mat.org.uk/attachments/download.asp?file=273&type=pdf. 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. See also BA MAT Whistleblowing Policy Autumn 2025 3yr.docx

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

Anything that constitutes an allegation or concern against a member of staff, supply teacher, contractor or volunteer will be dealt with under the specific **Allegations of abuse against Staff** policy and in line with section 8 of this policy.

16.3. 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.

17. Specific Forms of Abuse and Other Safeguarding Issues

Each school recognises that children may be vulnerable to a wide range of safeguarding issues, both inside and outside the home, including online. Staff will maintain an attitude of 'it could happen here' and will report any concerns to the DSL in line with section 2 of this policy.

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

- 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.

17.1. 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

- Victims of abuse will always be taken seriously and offered appropriate support. The Trust recognises that children who are victims of abuse, including child-on-child abuse, sexual violence or sexual harassment, may find it difficult to come forward.
- Children who report concerns will never be given the impression that they are creating a problem by reporting abuse, violence, harassment or exploitation. Nor will they ever be made to feel ashamed for making a report.
- All victims will be reassured that they are being taken seriously, that they will be supported and kept safe, and that their welfare remains paramount throughout any safeguarding process.

Annex A

KCSIE para #	
31	Child on Child abuse Autumn 2026.docx
32-37	BA MAT Racism discriminatory biased and derogatory language Autumn term 2026.docx
	Honour and faith Based Abuse updated Autumn 2026.docx
	BA MAT Anti bullying Autumn term 2026.docx
	Cyber bullying Spring 2026.docx
	HSB Sexual violence and sexual harassment Autumn 2026.docx
	Harmful sexual behaviour Autumn 2026.docx
	Nudes and semi-nudes sharing by children Autumn 2026.docx
38-41	CCE and county lines incl grooming Autumn 2026.docx
42-44	CSE incl grooming and upskirting Autumn 2026.docx
	Modern Slavery Autumn 2026.docx
45	Domestic abuse Summer 2026.docx
46	FGM Summer 2026.docx
47-50	Mental health – see page 40
51-54	Serious violence Autumn 2026.docx

Other linked thematic policies

- Breast ironing updated Autumn 2026.docx
- Cyber crime Autumn 2026.docx
- Deep fakes Spring 2026.docx
- Forced marriage Autumn 2026.docx
- Harmful content Autumn 2026.docx
- Homelessness Autumn 2026.docx
- Prevent duty and preventing radicalisation Autumn 2026.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.

17.2. Annex A further information

KCSIE page	
158	**Child abduction and community safety incidents** • Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. • Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

	• Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. To educate children around safety, they are taught through the RSE curriculum and additional activities such as Bikeability, workshops with the PCSO etc. This is delivered in an age and stage appropriate way especially at Aspire school. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org
161	**Children and the Court system** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. If needed the schools will consult https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds which explains each step of the process, support and special measures that are available.
161	**Children with family members in prison** Our schools may have pupils who have a parent in prison or their family are in contact with the criminal justice system. These children are at risk of poor outcomes as a result of poverty, stigma, isolation and poor mental health. They are also more likely to be absent/excluded or experience drug and alcohol abuse. The schools will take a trauma informed approach to giving individualised support to help mitigate potential harm and encourage stability. The FLO in each school will also provide support to the family. **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)

Additional support and resources can be found in KCSIE 2026 p174-182

18. Safeguarding children potentially at greater risk of harm.

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

Staff will consider risks both inside and outside the home, including extra-familial harm such as exploitation, serious violence, online harm and harmful peer relationships.

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

recognises that children experiencing homelessness or insecure accommodation may face increased safeguarding risks and will respond in line with local guidance.

See children at greater risk of harm updated Autumn 2026.docx

18.1. Safeguarding children with Special Educational Needs or Disabilities (SEND)

Our schools recognise that children with special educational needs or disabilities (SEND), can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse, neglect and exploitation for these children. These may include:

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

Staff will appropriately explore potential indicators of abuse, neglect and exploitation and will not assume that these are related to a child's SEND. Concerns will be reported to the DSL in line with this policy.

Our schools will support children with SEND to communicate, be listened to and have their voice heard and acted upon. Staff will consider whether reasonable adjustments, communication aids, trusted adults or other support may be needed to help children share concerns.

Any report or concern involving a child with SEND will require close liaison between the DSL and the SENCO (within the mainstream schools and the DSLs in Aspire.

Each school will consider whether extra pastoral support, communication support or other adjustments are required to safeguard and promote the welfare of children with SEND.

See also children at greater risk of harm updated Autumn 2026.docx

Intimate care arrangements

The schools have intimate and/or personal care arrangements which promote children's health, safety, independence and welfare, while respecting their dignity and privacy. Arrangements for intimate and personal care will be open, transparent and appropriately recorded. Further information can be found in: BA MAT Intimate care policy Spring 26 SG.docx

18.2. Safeguarding children with medical conditions

(added Sept 26) ***DfE statutory guidance on Supporting Pupils at School with Medical Conditions and Allergy safety in schools.***

Schools in BA – MAT recognise that children with medical conditions, including allergies, should be properly supported so they can access education safely and fully.

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

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

See also BA MAT Allergy safety policy Autumn 2026.docx

18.3. Children requiring mental health support

Schools in the Trust have an important role to play in supporting the mental health and wellbeing of our pupils. We recognise that mental health problems can, in some cases, develop into safeguarding concerns, including where there are concerns about self-harm, eating disorders, suicidal ideation or risk of suicide. Mental health problems can also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

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

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

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

If staff have a concern about a child's mental health or wellbeing, they will follow the processes for recording and reporting concerns: on CPOMS and report to the DSL and FLO who will the triage the appropriate route of support from our therapeutic support within school and externally.

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

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

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

The school will consider the range of locally available support to meet children's mental health and wellbeing needs. This may include internal pastoral support, the senior mental health lead, Mental Health Support Teams, school nursing, early help/Family Help, NHS services, early support hubs, young futures hubs, voluntary sector support and specialist services. *Useful links and resources for schools are available from: Children and Young People's Mental Health - Kent Safeguarding Children Multi-Agency Partnership and the KSCMP Navigate Wellbeing: Mental Health Signposting for Education Settings resource*

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

Schools in BA – MAT will support children's mental health and wellbeing by:

- promoting positive mental wellbeing and resilience.
- observing pupils and identifying early those who may be experiencing mental health problems or be at risk of developing them.
- ensuring early targeted support is considered and provided where appropriate.
- liaising with and/or referring to specialist services where needed.
- Offering in house and contracted services to support such as NELFT, EWT, counselling, Talk Time, Drawing and Talking, sand tray etc

Age and ability appropriate education will be provided to pupils to help promote positive mental health, wellbeing and resilience. This is part of our curriculum offer in PSHE, RSE and No Outsiders along with additional outside visitors and events throughout the year.

18.4. Children who are absent from education

(Added Sept 26)

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

Schools in BA – MAT recognise that a robust response to absence supports the identification of safeguarding concerns and may help prevent the risk of children becoming missing from education in the future.

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

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

Where possible, we will hold more than one emergency contact number for each pupil so there are additional options to contact a responsible adult where a child who is absent from education is also identified as a welfare or safeguarding concern.

- will seek to hold emergency contact information for both parents where appropriate, unless doing so would place a child at risk of harm or be contrary to a court order or other legal restriction.

- Where contact with a parent or other adult is restricted or unsafe, this will be clearly recorded in line with our safeguarding and record keeping procedures.
- will be proactive in understanding children's significant relationships and lived experiences, including the role of fathers, non-resident parents and other adults who may be important in the child's life, where this is appropriate and safe.

Schools in BA – MAT recognises that a child may be considered missing from education at any stage where their whereabouts, education provision or safety cannot be established.

Where we have concerns that a child has unexplained, persistent, repeated or prolonged absence, or may be missing from education, action will be taken in line with statutory duties and local procedures. This may include working with parents/carers, Kent PRU and Attendance Service (KPAS), the local authority CME team, the Front Door Service and/or other agencies as appropriate.

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

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

Schools in BA – MAT will provide information to the local authority where required when a child is removed from roll, including at standard and non-standard transition points, in line with Children missing education statutory guidance and local procedures.

18.5. Children attending alternative provision

(added Sept 26)

Where Schools in BA – MAT place a pupil with an alternative provision provider, the school remains responsible for the safeguarding of that child and will ensure that the placement is appropriate and meets the child's needs.

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

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

Schools in BA – MAT will carry out appropriate due diligence and quality assurance before commissioning alternative provision and will continue to monitor whether the provision remains safe, suitable and able to meet the child's individual needs.

Schools in BA – MAT will always know where a child is based during school hours. This includes keeping records of the address of the alternative provision provider and any subcontracted provision or satellite sites the child may attend.

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

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

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

Schools in BA – MAT will respond to any safeguarding concerns relating to a child attending alternative provision in line with this policy.

18.6. Elective Home Education (EHE)

(added Sept 26)

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

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national Elective Home Education guidance, the School Attendance (Pupil Registration) (England) Regulations 2024 and local Kent guidance.

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

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

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

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

(added Sept 26)

Schools in BA – MAT recognise that children may need a social worker due to safeguarding or welfare needs, including abuse, neglect, exploitation or complex family circumstances.

The DSL will hold and use information about children who need or have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where a child needs or has a social worker, this will inform school decisions about safeguarding and welfare. This may include responding to unauthorised absence, children absent from or missing education, behaviour, pastoral support, academic support and any wider safeguarding risks within the family or community.

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

18.8. Looked after children, children in kinship care, previously looked after children and care leavers

(added Sept 26)

Schools in BA – MAT recognise that the most common reason for children becoming looked after is abuse and/or neglect, and that looked after and previously looked after children may remain vulnerable.

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

The schools have appointed a designated teacher: The designated teacher will work with local authorities, including Virtual School Kent, to promote the educational achievement of registered pupils who are looked after or who have been previously looked after, including those in kinship care.

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

Where a child is looked after, the DSL will hold details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

Where a child is a care leaver, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any safeguarding or welfare concerns.

18.9. Young carers

(added Sept 26)

Schools in BA – MAT recognise that young carers may have caring responsibilities for a family member with a long-term illness, disability, mental health need, substance misuse issue or other care need.

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

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

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

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

Support for young carers is currently available through:

- Imago Young Carers, who provide information, advice, signposting and support for young carers, families and professionals.

18.10. Children who are privately fostered

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

Where private fostering arrangements come to the attention of the school for example, through the normal course of their interaction and promotion of learning activities with children, we must notify Kent Front Door Service in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

18.11. Children who are Lesbian, Gay or Bisexual (LGB)

(added Sept 26)

Schools in BA – MAT recognise that a child being lesbian, gay or bisexual is not in itself a risk factor for harm. However, children who are lesbian, gay or bisexual can sometimes be vulnerable to discriminatory bullying, prejudice, harassment or child-on-child abuse.

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

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

We will take steps to prevent and respond to discriminatory bullying, prejudice and harmful behaviour, including through our safeguarding, behaviour, anti-bullying, curriculum and pastoral arrangements. Where appropriate, sanctions and support will be considered in line with relevant policies.

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

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

18.12. Children who are questioning their gender

(added Sept 26)

Schools in BA – MAT recognise that some children may question the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

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

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

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

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

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

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

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

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

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

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

KCSIE highlights that schools should be particularly conscious of the vulnerabilities of children who have fully socially transitioned from an early age and may be "living in stealth", where school or college friends/staff may be unaware of their biological sex. These children may be likely to approach puberty in a fearful and anxious state so schools/colleges should therefore involve the DSL in these cases.

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

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

Schools in BA – MAT will take a careful approach when considering any request relating to social transition, recognising that such decisions may have significant implications for the child and others affected, and that arrangements may need to remain flexible and open to review.

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

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

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

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

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

Part Three: Safer recruitment

19. Part 3: Safer Recruitment

All our schools are committed to developing and maintaining a safe culture and ensuring 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 (KCSIE 2026), the Disclosure and Barring Service (DBS), the School Staffing (England) Regulations 2009, the Online Safety Act 2024 and all other relevant legislation.

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

At least one member of every recruitment panel will have completed safer recruitment training. This is recorded on the school's MIS (Arbor). Safer recruitment training will be refreshed at appropriate intervals.

The school will determine whether roles, including volunteer roles, are regulated activity in line with KCSIE, DfE guidance on regulated activity and relevant legislation. In line with KCSIE 2026, the supervision exemption for volunteers has been removed; volunteers undertaking regulated activity require an enhanced DBS check with Barred List information.

Pre-appointment checks will include:

- Verification of identity
- Enhanced DBS check
- Children's Barred List check where applicable
- Verification of right to work in the UK
- Verification of professional qualifications
- Prohibition from teaching checks
- Section 128 management checks where relevant
- Overseas checks for individuals who have lived or worked outside the UK
- Two satisfactory references
- Pre-employment health clearance
- Online search of shortlisted candidates (KCSIE 2026 requirement)

In line with KCSIE 2026, the Trust will undertake an online search of all shortlisted candidates to identify any publicly available information that may indicate safeguarding or suitability concerns. Any relevant information will be explored with the candidate and recorded.

Shortlisted candidates will complete a criminal convictions self-disclosure form in line with the Rehabilitation of Offenders Act 1974 (Exceptions Order). Shortlisting will be conducted against the person specification using an agreed scoring process.

Two references will be obtained for all appointments, including one from the current or most recent employer. References must comment on suitability to work with children and confirm any substantiated safeguarding concerns. Open references will not be accepted. For teaching roles, capability concerns within the past two years will be checked.

Interviews will explore safeguarding attitudes, professional boundaries, online conduct and the ability to recognise and respond to safeguarding concerns. Candidates must bring original documents for identity, qualification and right-to-work checks and will sign their application and self-declaration forms at interview.

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

The Trust will ensure that agency staff, supply workers, contractors, trainee teachers and third-party providers are subject to appropriate safeguarding checks. Written confirmation of completed checks will be obtained from the supplying organisation and identity verified on arrival.

Successful candidates will complete a pre-employment medical questionnaire to confirm their physical and mental fitness for the role. Reasonable adjustments will be considered in line with the Equality Act 2010.

Conditional offers may be withdrawn where pre-employment checks are unsatisfactory or where identity, qualifications or right-to-work cannot be verified. Employment may be terminated if concerns arise after the individual has started in post.

Each school maintains an accurate Single Central Record (SCR) in line with statutory guidance. The SCR records: identity, enhanced DBS, Barred List, prohibition checks, Section 128, overseas checks, qualifications, right to work, references, and the outcome of online searches (clear or concerns noted).

The Trust will maintain a clear audit trail of all recruitment activity, including application forms, interview notes, reference verification, online search outcomes, risk assessments and evidence of pre-employment checks. Records will be retained and destroyed in line with GDPR and Trust retention schedules.

The Board of Trustees will monitor compliance with safer recruitment requirements through regular audits of recruitment practice, SCR checks and review of training records.

See also the **Safer Recruitment** policy for full details.

19.1. Work experience students

All our schools can be approached to have work experience students placed for short periods of time in the schools. Under KCSIE 2026 a volunteer will be undertaking regulated activity with children regardless of whether they are supervised, if they teach, train, instruct, care for, or supervise children: -

- On more than three days in a 30-day period, whether at one school or across multiple settings combined.
- Overnight, between 2am and 6am. The overnight rule will mean that a volunteer who helps on a single residential trip is in regulated activity, regardless of how often they otherwise come into school.

This change covers all current volunteers who fall within the definition above, together with any new recruits for the new September 2026 academic year. Therefore, work experience students will be captured within the definition of a volunteer and being fully supervised by a teacher will no longer be a consideration.

Under KCSIE this means that:

- An individual must be 16 or over to be able to make an application for a DBS check so those work experience students under the age of 16 will be unable to be DBS checked. As they are treated as a child in the workplace, the focus is on them being appropriately supervised and protected.
- any work experience student over the age of 16 undertaking more than 3 days of work experience they will be classed as undertaking regular activity and a **DBS check will be necessary.**

Part Four: Allegations or safeguarding concerns

20. Part 4: Allegations against staff, volunteers and contractors

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

- KCSIE pt77-79 is for concerns about staff members
- KCSIE pt80-82 is for whistleblowing concerns regarding safeguarding practices

(added Sept 2026)

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

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

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

Detailed information about how concerns and allegations are managed can be found in our In depth information can be found within our **Managing Allegations against Staff** policy**.** This can be found in SharePoint in staff policies.

Concerns or allegations will be recorded and dealt with appropriately. Ensuring concerns are managed effectively protects children and also protects adults working in or on behalf of the school from potential false allegations, misunderstandings or unsafe practice going unaddressed. All concerns and allegations will be recorded with an outcome of substantiated, unsubstantiated, unfounded, false or malicious, in line with KCSIE 2026.

If staff have a safeguarding concern or an allegation is made that another adult working in or on behalf of the school has harmed a child, may have harmed a child, or may pose a risk of harm to children, this will be referred to the Head. They will consider whether an onward referral to the LADO is required. Staff are expected to self-report any incident or behaviour that may give rise to a concern about their suitability to work with children.

Where the concern or allegation is about the Head or where there is a conflict of interest in reporting the matter to this will be referred to the CEO or the Chair of Trustees, if the concern is regarding the CEO, who will contact the

LADO. Where there is a conflict of interest in reporting the matter to the Chair of the Trustees, the concern will be reported directly to the LADO.

Where the Head is unsure how to respond, including where it is unclear whether a concern meets the harm threshold, advice will be sought from the LADO in line with local Kent arrangements.

- Where a concern or allegation relates to a supply teacher, trainee teacher, contractor, volunteer, agency worker or other third-party member of staff, we will liaise with the relevant employer, agency, training provider, contractor or other organisation as appropriate. The school recognises that safeguarding responsibilities are shared with the relevant third-party organisation; however, this does not remove the school's responsibility to take appropriate safeguarding action, record decisions and involve the LADO where the concern meets, or may meet, the harm threshold.
- Where the concern relates to a trainee teacher, the school will consider the concern in line with Part four of KCSIE, local Kent allegations management arrangements and any relevant partnership arrangements with the training provider. Safeguarding action will not be delayed while responsibility for employment, placement or training arrangements is clarified.

After resolving or concluding allegations or low-level concerns about adults working in or on behalf of the school, the Head and the LADO where involved, will consider whether there are lessons to be learned and whether any improvements are required to safeguarding practice, policy, training, supervision or safer working arrangements.

Where a school receives an allegation relating to an incident that happened when an individual or organisation was using our premises for activities with children, such as community groups, sports associations or service providers, we will follow our safeguarding policies and procedures and inform the LADO as appropriate.

All low level concerns and LADO consultations and referrals will be discussed at Strat. Records of allegations and low-level concerns will be retained in line with statutory guidance, including retention until the individual leaves employment and in accordance with Trust retention schedules.

Allegations and concerns will be considered using the **LESAS Tier 1–5 framework**, ensuring consistent decision-making and proportionality across Trust schools.

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

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

20.2. 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. This includes behaviour outside school which may present a **transferable risk** to 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. Suspension will not be the default position. The Head/CEO will consider alternatives to suspension in line with KCSIE 2026 and HR guidance.

The school is responsible for deciding whether a Request for Support to the Front Door Service is required for the child or any other children affected. This may be discussed with the LADO as part of allegations management, but the school will not delay appropriate safeguarding action and will act in line with KSCMP procedures, the Kent Support Levels Guidance and section 3 of this policy

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.

20.3. Concerns that do not meet the 'harm threshold' – low level concerns

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 the concern is insignificant. A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with expected professional standards or the code of conduct. This includes behaviour outside of work where this may affect the adult's suitability to work with children, and where the concern does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in 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.

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

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 relating to supply staff, contractors or trainee teachers will be shared with their employers or training providers so that potential patterns of behaviour can be identified.

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

  - 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).
  - Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

After any low-level concern or allegation is concluded, the Head/CEO will consider whether lessons can be learned and whether improvements are required to safeguarding practice, supervision, training or safer working arrangements.

21. Safe Culture including whistleblowing

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 in or on behalf of the schools. (including supply, trainee teachers, teachers, volunteers and contractors, agency staff and other third-party staff).

We will ensure that all concerns about adults working in or on behalf of the schools are taken seriously, shared responsibly, recorded and dealt with promptly and appropriately. This includes concerns that meet, or may meet, the harm threshold and concerns that do not meet the harm threshold. This includes concerns relating to online conduct, digital behaviour or online safety risks in line with the Online Safety Act 2024.

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 Advice Line if they do not feel able to raise concerns about child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk. The NSPCC states that its Whistleblowing Advice Line supports people who are worried about how child protection issues are handled in their workplace.

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.

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

For specific guidance on how to respond to allegations against staff, please refer to the **Managing Allegations Against Staff and Whistleblowing Policy**

Staff should follow the principle of **"When in doubt – consult"** and seek advice from the LADO where any uncertainty exists.

22. Local Support

All members of staff in our schools are made aware of local support available.

- **Kent Family Help**
  - Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance
  - Make a Request for Support to the Front Door Service via Kent Integrated Children's Services Portal – select 'urgent' if there is an immediate risk/concern
  - Front Door Service Consultation: 03000 411111
  - Out of Hours Number: 03000 419191

- **Community Based Early Help and Family Hubs**
  - Early Help and Preventative Services - KELSI and Early Help contacts - KELSI
  - Kent Family Hubs - Kent County Council

- **Kent Police**
  - NPCC When to call the police - guidance for schools and colleges
  - Home | Kent Police
  - Telephone 101 or 999 if there is an immediate risk of harm
  - [Insert details for local policing support, for example, local PCSO, school officer etc].

- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
  - 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 and Medway Safeguarding Adults Board: Kent & Medway SAB website

- **Kent LADO Education Safeguarding Advisory Service (LESAS)**

- Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership
  - To refer to the LADO, complete a referral on the Kent Integrated Children's Services Portal.
    - To enquire if a LADO referral should be made, please use the LESAS enquiry form.
    - For strategic education safeguarding or online safety advice, or to enquire about LESAS commissioned services/support, please use the LESAS enquiry form

Appendix 1: Categories of Abuse

All staff are aware that abuse, neglect, harm, 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. Children may be abused in a family or in an institutional or community setting by those known to them or by others. Abuse can be carried out both on and offline and can be perpetrated by men, women, and other children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Sexual abuse: involves forcing or enticing a child to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the policy and procedures for dealing with it.

Signs that may indicate Sexual Abuse

- Sudden changes in behaviour and/or education performance.
- Depression/withdrawal.
- Regression to younger behaviour.
- Sexualised behaviour or displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation, attempts at suicide
- Fire setting.
- Alluding to secrets which they cannot reveal, secrecy relating to use of technology, or unexplained gifts or money.
- Clinginess and/or need for constant reassurance
- Distrust of familiar adults or anxiety about being left with specific people.
- Fear of undressing, for example for PE.
- Sexually transmitted infection or pregnancy.

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

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

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

- Overreaction to mistakes.
- Lack of self-confidence or self-esteem.
- Excessive need for approval, attention and affection.
- Sudden speech disorders.
- Unwillingness or inability to play.
- Extremes of passivity and/or aggression.
- Self-harm, eating disorders.
- Fear of parents being contacted.
- Compulsive stealing or drug, alcohol or solvent misuse.
- Secrecy relating to use of technology.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that may indicate neglect

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

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 e.g. "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 e.g. "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 A of KCSIE

KSCMP

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

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line
- Shout: www.giveusashout.org

Support for pupils/students

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

Support for Adults

- KCC Adult Safeguarding: www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding
- Kent and Medway Safeguarding Adults Board: https://kmsab.org.uk/
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Report Fraud: www.reportfraud.police.uk
- Shout: www.giveusashout.org

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
- Information Advice and Support Kent (IASK): www.iask.org.uk

Kent Resilience Hub

- https://kentresiliencehub.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): www.nicco.org.uk
- Prisoners' Families Helpline - https://www.prisonersfamilies.org

Substance Misuse

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

Domestic Abuse

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

Exploitation, violence and modern slavery and trafficking

- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: https://kentandmedwayvru.co.uk/
- 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
- Report modern slavery: www.modernslavery.gov.uk
- Unseen: www.unseenuk.org

Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- FGM Factsheet

- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

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

Child-on-child abuse, including harassment and violence

- NSPCC Problematic and harmful sexual behaviour: https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk/advice/creating-safer-places/help-and-advice-for-schools
- Stop it Now! www.stopitnow.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk/

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.ceopeducation.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- Gov.UK: https://kidsonlinesafety.campaign.gov.uk/
- Molly Rose Foundation: https://mollyrosefoundation.org

Mental Health

- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- KSCMP: Navigate Wellbeing: Mental Health Signposting for Education Settings
- Kooth: www.kooth.com

- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/
- Mind: www.mind.org.uk
- Moodspark:https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: https://mindedforfamilies.org.uk/

Kent Therapeutic Alliance and Therapeutic Support Service (KTATSS): https://ktatss.co.uk

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** **AHT**	**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

- 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.
- 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
I**ncident** • 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 keeps 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/NFA

Appendix 5 – Making a referral to Social Care

- Please speak to the Lead DSL before making a referral
- 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 which will then take you to the Front Door – this 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

