



Northbourne Park School (including EYFS)

Safeguarding and Child Protection Policy and Procedures.

The policy applies to all staff

If a child may be at risk of imminent harm, call the Integrated Front Door on 03000 411111 (outside office hours - 03000 419 191) or the Police on 999.

Northbourne Park's Designated Safeguarding Lead (DSL):

Dale Spencer, Deputy Headteacher

Telephone: 01304 611215

dspencer@northbournepark.com

LADO Education Safeguarding Advisory Services (LESAS)

Clarification on whether to make a LADO referral

https://forms.office.com/pages/responsepage.aspx?id=DaJTMjXH_kuotz5qs39fkC8yfR_WZe1AiKr_uQPRg6jjUM0IVQlg1TVYwTjlxT0RLREo3N01SMFg1SyQIQCN0PWcu&route=shorturl

Submit LADO referral for professionals

<https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx>

Front Door Portal

<https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx>

email for LESAS lesasenquiries@kent.gov.uk



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A Statement of Principles for the School including the Pre-Prep, EYFS and boarding.

The *NPS Safeguarding and Child Protection Policy and Procedures* is based on and in accordance with Kent inter-agency procedures and the following documentation:

- Children Act (1989)
- Working Together to Safeguard Children (2023)
- Safeguarding Children and Safer Recruitment in Education (2007) (SCSRE)
- Early Years Inspection Handbook, Ofsted (2021)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2016)
(Associated guidance to replace chapter 5 of SCSRE)
- Keeping Children Safe in Education: Statutory guidance for Schools and Colleges (2024)
- CHANNEL Duty guidance, HM Government (2015)
- Prevent Duty guidance for England and Wales, HM Government (Updated April 2019)
- Counter Terrorism and Security Act (2015)
- Mandatory Reporting of Female Genital Mutilation – procedural information, HM Government (Updated December 2016)
- Guidance for safer working practice for those working with children and young people in education setting, Safer Recruitment Consortium (May 2019)
- Commitment to Care Charter, BSA, September 2017
- Early Help and Preventative Services (Three Year Plan 2015 – 2018)
- Teaching Online Safety in Schools, DfE, June 2019
- UKCIS guidance on sharing nudes and semi-nudes (2020)

Working Together to Safeguard Children 2023 clarifies that the guidance applies in its entirety to all schools, including independent schools, academies and free schools, all of whom have duties in relation to safeguarding and promoting the welfare of pupils, consistent with *Keeping Children Safe in Education*. It is essential that everybody working at Northbourne Park School understands their safeguarding responsibilities. The school adopts a child centred and coordinated approach to safeguarding where all staff should make sure that any decisions made are in the best interests of the child.

Safeguarding and promoting the welfare of children is defined 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
- Taking action to enable all children to have the best outcomes

(September 2024)

All staff should be aware of systems within the school which support safeguarding. This includes

- the child protection policy, which should amongst other things also include the procedures to deal with child on child abuse;
- behaviour policy (which should include measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying;
- staff code of conduct
- the school's approach to online safety, including knowing their role and responsibilities in relation to filtering and monitoring
- safeguarding response to children who go missing from education;
- role of the designated safeguarding lead and any deputies.

All staff should be aware 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 harmful. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

The *NPS Safeguarding and Child Protection Policy and Procedures* cover the following areas:

1. The School's policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures.
2. The School's arrangements for handling allegations of abuse against members of staff, volunteers and the Headteacher.
3. The designation of at least one member of staff with 'status and authority' to take responsibility for Child Protection matters.
4. The training of the designated person, staff, volunteers and the Headteacher.
5. Arrangements for reviewing the School's *Safeguarding and Child Protection Policy and Procedures* and of the efficiency with which the related duties have been discharged, including swift remediation of deficiencies.
6. The operation of safer recruitment procedures.
7. The 2024 policy update also recognizes the link between mental health and safeguarding. See section 22 for further details.

Statement of Intent

The School will safeguard and promote the welfare of children who are pupils at the School, in compliance with DFE Guidance *Keeping Children Safe in Education (2024)* (KCSIE) and in particular with DFE Standard 3 (2)(b) and according to NMS and EYFS requirements. This includes DBS checks and compliance with Independent School Standards Regulations. It also includes referring to the Teaching Online Safety in Schools document (DfE, June 2019) when teaching online safety to the children.

The School's policy for Safeguarding and Child Protection applies to all staff, senior leadership and governors, to any volunteers working in the School, and to agents employed indirectly by the School (e.g. employees of other companies working on site). The school will also work pro-actively with

parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

The KCSIE 2024 document includes a condensed Part 1 of the guidance in Annex A. This can be issued to staff who do not work directly with children if the Board of Governors feel it is appropriate.

The governing body will ensure that Northbourne Park School will safeguard and promote the welfare of pupil and work together with agencies to ensure that the school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

To ensure a proactive approach to safeguarding the school delivers a scheme of work to cover relationships education, relationships & sex education **and** health education.

Contact Details

If you are concerned about a child, you should contact,
Northbourne Park's Designated Safeguarding Lead (DSL):
Dale Spencer, Deputy Headteacher
Telephone: 01304 611215
dspencer@northbournepark.com

The Deputy Designated Safeguarding Leads are **Janet Carpenter**, the Head of Learning Support, **Nicole Marsh**, the Head of Pre-Prep and **Stephanie Starkey**, Head of Boarding. In the absence of the DSL, the Deputies will oversee and investigate any safeguarding issues. Safeguarding issues in the Prep School can be raised with Janet Carpenter and Stephanie Starkey and in Pre-Prep can be raised initially with Nicole Marsh, Head of Pre-Prep, who will pass it on directly to the DSL. In the event of absence, any deputy can respond to any safeguarding concern at the school.

The school has a nominated governor, Mrs Samantha Jones, responsible for safeguarding to ensure good practice, to liaise with the DSL and Headteacher, and to provide information and reports to the governing body.

The Local Authority Designated Officer (LADO) Team deals with allegations against people who work within the children's workforce.

The contact number for the Team is: 03000 410888
or email: kentchildrenslado@kent.gov.uk

If a call is urgent i.e a child is in immediate danger and requires safeguarding, call **03000 41 11 11**.
If a call is urgent and outside of office hours call **03000 41 91 91**.

NSPCC's helpline details: Information can be found on the [NSPCC's website](https://www.nspcc.org.uk).
Staff can also call 0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

Arrangements for dealing with allegations of abuse against teachers, volunteers and other staff

Northbourne Park School will respond to allegations in line with the local Kent allegations arrangements and Part Four of KCSIE 2024. In depth information can be found within the staff behaviour policy/code of conduct policy.

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (8.2.1) will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Where the DSL is unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding Service.

Concerns that meet the 'harm threshold'

Northbourne Park School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that 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 and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff which meet this threshold will be referred immediately to the DSL 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 Deputy Headteacher, staff are advised that allegations should be reported to the Headteacher who will contact the LADO.

Concerns that do not meet the 'harm threshold': Low-level concerns

As part of our whole school approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We work hard to create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. This should:

- encourage an open and transparent culture
- enable 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 professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

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

Low level concerns about a member of staff should be reported to the Headteacher without hesitation, using the Cause for Concern document available on the server. Staff are also encouraged to self-refer where, for instance, they have found themselves in a situation which could be misinterpreted, or on reflection feel they may have compromised the School's expected professional standards. Reports about supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

The DSL will investigate the concern, speaking to the person who raised the concern, the individual involved, and any witnesses. The action to be taken will be determined by and proportionate to the nature of the incident, whether the report can be substantiated and whether any pattern of behaviour appears to be emerging. Support will be offered where appropriate and where needed to enable the member of staff in question to correct their behaviour in future.

The DSL must record all low level concerns in writing, including details of:

- The concern,
- The context of the report,
- The name of the individual sharing the concern (requests for anonymity should be respected as far as reasonably possible);
- Action taken and the rationale for this

Where low-level concerns are reported to the school, the DSL will share or liaise with the LADO enquiries officer via the [LADO Enquiry Line](#).

Low-level concerns will be recorded in writing and given to the Headteacher to review so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with [the LADO enquiry line](#) and following our disciplinary procedures.

Additional information regarding low-level concerns is contained with the staff behaviour policy/code of conduct – this includes what a low-level concern is and the importance of sharing them.

Northbourne Park School DSL

The Deputy Headteacher is Northbourne Park's DSL. Responsibilities include,

- The DDSLs: Nicole Marsh (EYFS) and Janet Carpenter (Head of Learning Support/SENCo)
- Early Years Foundation Stage (EYFS)
- Northbourne Park Pre-Prep
- Northbourne Park Prep School
- Northbourne Park Section Française Bilingue
- Boarding and Day pupils.
- UK Nationals and Overseas pupils.
- Online safety

He is the designated member of staff having responsibility for liaising with the Social Services, other relevant agencies and the police over cases of child abuse (whether allegations relate to harm or abuse committed on the premises or elsewhere). He will ensure that policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to tenable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child including if children go missing.

The School ensures that every member of staff (i.e. teaching staff and any other staff employed by the School who have access to children) knows the name of Northbourne Park's DSL and his role.

Please see Appendix

Training

Northbourne Park's DSL will be trained at least every two years in child protection and inter-agency working. This training will be provided by the local social services department or an external welfare agency acceptable to the local safeguarding children board.

All staff who work with children must be trained in child protection at least every three years, though the school has selected annual training. Northbourne Park's DSL, with up-to-date inter-agency training, may provide this training for other staff. This includes online safety training that makes all staff aware of the use of technology and the mechanisms we have to identify and intervene in any incident where appropriate.

All staff and volunteers are provided with induction training that includes child protection. This will include help and understanding roles and responsibilities, information about emergency evacuation procedures, safeguarding and child protection, the School's equality policy and Health and Safety issues. This training forms part of the induction process for ALL new members of staff. In addition, all staff receive updates on safeguarding procedures at the start of each term as part of the training inset programme.

The Governing Body should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach. Their training should be updated regularly. All governors receive online safety information as part of their regular safeguarding and child protection training

Temporary staff and voluntary staff who work with children are made aware of the School's arrangements by completing the induction process with the Deputy Headteacher.

The School will provide training sufficient to equip staff to follow the School's procedures and to raise concerns appropriately.

In the EYFS setting, the School follows the requirements for safeguarding training outlined in the EYFS Statutory Framework.

Arrangements for reviewing policies and procedures

The School undertakes to remedy any deficiencies or weaknesses in child protection arrangements without delay. The governing body will approve an annual review of

- a.) the School's Child Protection policies and procedures and
- b.) the efficiency with which the related duties have been discharged.

The Governors will not delegate responsibility for the annual review. The designated governor will meet termly with the DSL to monitor procedures and policy. An annual report will then be submitted to the Governors.

Safer Recruitment

Please see the school's separate Staff Safer Recruitment Policy for full details.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The School will follow the procedures for 'Safer Recruitment' as outlined in Safeguarding Children and Safer Recruitment in Education (2007), the Every Child Matters agenda, the Children Act 2004 and with regard to Keeping Children Safe In Education guidance (KCSIE, September 2024). All staff will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). A DBS for checks on volunteers is free.

The school also holds details of all staff supplied by agencies in its Single Central Register. The school ensures appropriate checks have been undertaken prior to any staff working on site.

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school behaviour policy/code of conduct.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the school expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).

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 interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, Acceptable Use Policies, and Social Media.

EYFS

The Deputy Headteacher takes lead responsibility for safeguarding children in the EYFS setting. The following guidance is taken from the Statutory Framework for EYFS, September 2022:

- All staff must be alert to any issues of concern in the child's life at home or elsewhere
- The EYFS must implement this policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB)
- This safeguarding policy and procedures include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting
- The DSL must be designated to take lead responsibility for safeguarding children in every setting
- The DSL is responsible for liaison with multi-agencies

- The DSL must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- The DSL must attend child protection training that enables them to identify, understand and respond appropriately to signs of possible abuse, neglect and exploitation
- The DSL must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues
- Training made available by the DSL must enable staff to identify signs of possible abuse, neglect and exploitation at the earliest opportunity, and to respond in a timely and appropriate way. These may include:
 - significant changes in children's behaviour
 - deterioration in children's general well-being
 - unexplained bruising, marks or signs of possible abuse or neglect
 - children's comments which give cause for concern
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- The DSL must have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015'
- All schools are required to have regard to the government's 'Keeping Children Safe in Education' statutory guidance
- If the DSL has concerns about children's safety or welfare, they must take account of any advice from the LSCB or local authority on appropriate training courses. This means the local children's social care services and, in emergencies, the police
- The DSL must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)
- The DSL must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

The School has clear policies on the use of mobile phones and cameras within the setting and obtains an enhanced disclosure for every person over 16 who:

- works directly with the children,
- lives on the premises on which the childcare is provided or
- works on the premises on which the EYFS childcare is provided

The School does not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. Where a new member of staff starts work before the disclosure is available, the School would ensure that the person is supervised at all times and that an appropriate risk assessment is in place.

The use of mobile phones and personal cameras are not permitted within the EYFS setting. All staff leave their mobile phones in the designated cupboard in the staffroom. If staff wish to take photographs of a specific activity, school equipment is available. The photographs are downloaded to the photograph drive on the network and deleted from the camera. No photographs are to be removed from the school site.

Definition of Child Abuse

The basis of all child abuse is the failure to recognise a child's basic needs and to respond to them. Child abuse is defined in the statutory guidance *Working Together to Safeguard Children*. The key concept is "significant harm", both physically and non-physically. The witnessing of ill treatment of others is particularly relevant when children see, hear or experience all forms of domestic abuse. Failing to act to prevent harm and persistently failing to meet a child's needs is a form of abuse. Abuse causing 'significant harm' may take the form of Physical Abuse, Emotional Abuse, Sexual Abuse or the abuse of Neglect.

Concerns for a child's welfare can also take the form of children in need of additional help. In this case direct contact is made with the appropriate external agencies including social services. If a child is at risk of harm, social services and/or the police should be contacted immediately. In certain cases, parental consent is not required for referral.

1. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.
2. Effective early help relies upon local agencies working together to:
 - identify children and families who would benefit from early help;
 - undertake an assessment of the need for early help; and
 - provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children. (Working together to safeguard children)

Specific Safeguarding Issues

Physical Abuse is intentional actions which result in the child sustaining physical injury (e.g. bruises, broken or sprained limbs). It 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.

Emotional Abuse includes intentional actions which result in a child sustaining emotional distress or damage. These actions can include: over-protection of the child and undue limitation of his/her exploration and learning; denying the child normal social interaction; persistent rejection of the child; gross inconsistency in relationships (*that inhibits the child's developing understanding of appropriate behaviour*); persistent interactions with the child that are beyond the child's developmental capacity.

Sexual Abuse includes involving immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent. It may involve forcing or enticing the child to:

- behave in sexually inappropriate ways;
- engage in non-penetrative sexual acts (including non-contact activities such as involving a child in looking at sexual activities or pornographic material);
- participate in penetrative sexual acts.

Neglect includes omitting to care for the child, in a way that is liable to impair the child's health or physical/emotional development.

The Safeguarding procedures at Northbourne Park School also cover the following areas of neglect, abuse, exploitation or concern. Staff should notify the DSL immediately if they have any concerns of signs and symptoms mentioned in section 11

1. Radicalisation (Prevent Training is completed by all staff)
2. Domestic Abuse, including where they see, hear, or experience its effects
3. Child Sexual Exploitation
4. Gang Resistance
5. FGM
6. Honour based violence
7. Forced marriages
8. Sexting and Banter (where the banter is deemed to be unacceptable)
9. Legal Threshold arrangements
10. Victim support
11. Recognition of vulnerability of children with SEND
12. Mental Health
13. Unexplainable and or persistent absences from education

All staff receive training in one or more of these areas. If a member of staff has any concerns regarding any of the areas listed above, they contact the DSL immediately.

Signs and Symptoms of possible Child Abuse

All staff have a critical role in identifying the abuse of children (in and out of School). Because they are in regular and frequent contact with children, School staff are particularly well-placed to observe outward signs of abuse. As part of their pastoral responsibilities, teachers should be alert to all such

signs. The designation of a DSL should not be seen as diminishing the role of all teachers in being alert to signs of abuse.

Physical Abuse: Bruises, scratch marks, bites, burns. The child may be unwilling to become involved in sports and games (especially swimming) or may wear clothing covering limbs even in hot weather.

Emotional Abuse: The child may exhibit difficult or disturbed behaviour (e.g. aggressive or destructive action, an inability to sustain relationships with peers). The child may seek adult attention and/or affection, perhaps choosing the company of adults – the School Nurse, a teacher – rather than that of his/her peers; inventing reasons to join in conversations with a teacher. The pupil may seek physical contact, or compensate by over-eating or drinking.

Over-protective parents

Parents may interfere with the development of independence, self-esteem and personal competence that are part of the child's normal growth. They may be unreasonably strict in their discipline exhibiting "Victorian patterns of parenting".

Sexual Abuse: Non-physical signs include: sudden changes in mood or behaviour, a knowledge of sexual matters (or vocabulary) far in advance of what is normative at their chronological age, a marked lack of trust in adults and an inability to develop and sustain stable relationships with their peers. They may try to win or buy friends. Indications of a wish to disguise physical attractiveness (e.g. by over-eating or radical hair cutting) may be significant.

Sexting: NPS ensure that all members of the community are made aware of the social, psychological and criminal consequences of sharing, possessing and creating incident images of children (known as "sexting"). Equally "unacceptable banter" can lead to possible abuse and is monitored by all staff. The school implements preventative approaches via a range of age and ability appropriate educational approaches for pupils, staff and parents/carers. NPS views "sexting" as a safeguarding issue and all concerns will be reported to and dealt with by the Designated Child Protection Officer who in turn will seek advice from the LADO and /or Kent Police.

Neglect: Irregular visits by parents or to home in term time with no apparent contact by letter or telephone may be significant. The child's clothing may be old and/or in poor repair, he/she may be short of pocket money and tuck.

General signs of abuse include:

- Disobedience, attention-seeking or aimless behaviour.
- Anti-social behaviour or delinquency.
- Hysterical attacks or sudden/violent changes in mood.
- Misuse of alcohol or other drugs.
- Changes in eating patterns, loss of appetite or excessive preoccupation with food.
- Severe sleep disturbance with vivid dreams and/or nightmares.
- Inability to concentrate, or a sudden drop in School performance.
- Social isolation, poor peer-group relationships, an inability to make friends.

- Truancy or a reluctance to take weekend leave.
- Self-mutilation.
- Talk of or attempts at suicide.

In addition to these signs and symptoms, staff are made aware of the procedures to raise concerns.

Procedures in case of a disclosure of abuse by a pupil.

- The 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 abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- The school recognises abuse, neglect, and 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 the DSL.
- Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- 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 School/College. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, 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 as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers 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.
- Staff members working with children are advised to maintain an attitude of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child. Knowing what to look for is vital

to the early identification of abuse, neglect and exploitation. If staff members are unsure, they should always speak to the DSL.

- A child may confide in any member of staff – they do not always go to teachers or matrons. All staff employed at Northbourne Park School should therefore be aware that a pupil might disclose abuse to them. Please refer to flow chart detailing actions where there are concerns (KCSIE, September 2024) in Appendix A.

Under no circumstances should a member of staff carry out their own investigation into the allegation of abuse.

Members of staff should take the following steps:

1. Have a listening role. All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in MyConcern without delay. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed, dated and uploaded to MyConcern by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed. If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
2. If there is an immediate safeguarding concern the member of staff will consult with the DSL before completing MyConcern as reporting urgent concerns takes priority.
3. Staff should not interrupt the child until he/she has completed what he/she wishes to say.
4. Staff should seek clarification of what is being said only by asking open questions. (It is NOT APPROPRIATE to lead the child in any way, to guess or to make suggestions)
5. Staff may clarify what the child has said only when it is necessary to determine if child abuse is at issue. (It is NOT APPROPRIATE for the member of staff to clarify the details of the abuse.)
6. Staff should always take seriously what is being said.
7. Staff should never give an undertaking of absolute confidentiality.
8. Staff should tell the child that the substance of the disclosure will be passed on, but only to those who need to be informed.
9. May reassure the child that his/her disclosure is in line with the School's *Statement of Intent*.
10. Should listen initially without taking notes.
11. Must ensure that the pupil feels secure once the disclosure is concluded. (It may be appropriate to hand the child, with their assent, into the care of the School Matron, saying that they have been upset. If this is necessary, the disclosure of abuse must not be mentioned under any circumstances).

12. Must make a record of the disclosure as soon as is reasonably practicable.
(This record should record the time, date, place and people present, as well as what was said. It should be signed/dated and should note any observed physical evidence e.g. injuries or bruises and record the non-verbal behaviour of the pupil and the actual language used by the pupil when making the disclosure. This note may be used in any subsequent court proceedings). If in doubt about recording requirements, staff should discuss with the DSL.
13. MyConcern will immediately inform the Deputy Headteacher (the DSL) and give the note to him. (If the disclosure constitutes an allegation of abuse by the Headteacher, it is the Chair of Governors who must be informed).

The member of staff's formal involvement ends at this point. He/she may have an informal role supporting or monitoring the child. The member of staff must not discuss the disclosure with anyone else.

MyConcern is an online platform that can be accessed from any internet connected device.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records are kept confidentially within MyConcern.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible. Child Protection files will be transferred securely using MyConcern to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving, for example, information that would allow the new school to continue to provide support.

Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinator (SENCO) will be made aware of relevant information as required.

Managing allegations of abuse by adults who are not School employees

Allegations against adults who are not School employees should be reported to the DSL, unless he is the subject of the allegation.

The DSL or the deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from Education Safeguarding Service or via 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 practically possible.

The school will respond to concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk

Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children's Social Work Services as part of Integrated Children's Services (ICS) in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.

The school recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.

The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. He may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).

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

All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Where it is identified a child may benefit from Early Help support (as provided by ICS), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.

The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. The DSL may request support with this via the Education Safeguarding Service.

The Deputy Headteacher will

- Read, sign and date the notes of the disclosure and remind the member of staff who made them to discuss the matter with no-one.
- Report the allegation to the Local Authority Designated Officer within 24 hours of a disclosure or suspicion of abuse. This may be done without giving names of either the pupil or the School in the first instance.
- Where appropriate the Deputy Headteacher will contact the Early Help and Preventative Services in order to address any emerging issues or identified potential risks. This includes help that may be required by the family of the child by contacting the Area Attendance and Inclusion Lead Officers.

The Deputy Headteacher will be mindful that what at first appears trivial can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. The School will therefore not do anything that may jeopardise a Police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

The Deputy Headteacher will respond as appropriate providing support to the Social Services and /or the Police as required including a referral if required, including the child's

- Name (and any other names that the child is known by),
- Date of birth,
- Home address,
- Home telephone number,
- Parents' (or Guardians') name,
- Names of siblings (if known),
- GP's name(if known),
- Ethnicity and religion of parents,
- The nature of the abuse at issue (i.e. physical, emotional, sexual or neglect),
- Details of the allegation, including the notes of the pupil's disclosure of abuse,
- Reference to previous referrals made by Northbourne Park School to Kent Social Services,
- Whether the parents' consent to the referral has been given.
- Whether the parents have been informed that the referral has been made.
- The names of any people at Northbourne Park School or Kent Social Services that the Headteacher has contacted to discuss this matter.

Procedures for managing allegations of abuse by one or more pupils (Child on Child abuse)

These procedures remain the same for any suspicion or allegation of abuse, whether dealing with abuse by one or more pupils against another pupil; or by others. When there is '*reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm*', any pupils against whom allegations have been made will be separated from their peers, their parents contacted and sent home, pending the next steps. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). All such incidents should be reported to the DSL immediately. Victims of harm should be supported through the school's pastoral system.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. The DfE guidance sets out sexual violence, harassment and harmful behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is unacceptable and not part of growing up.

Advice on tackling and reporting sexual harassment in schools and colleges can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Types of abuse include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Nude or semi-nude image sharing or "Sexting" (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.
- Homophobic, Biphobic and transphobic behaviour
- Racism
- Sexism

(Also see Part One and Annex B within 'Keeping Children Safe in Education' 2024)

Any discriminatory behaviours are challenged and children are supported to understand how to treat others with respect. The school also has a statutory duty to report and record any forms of discrimination in order to understand the scale of the problem and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf) (from September 2023)

Northbourne Park School believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Northbourne Park School recognises that even if there are no reported cases of peer on peer abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

Concerns about learner's behaviour, including peer on peer abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

In order to minimise the risk of peer-on-peer abuse, Northbourne Park School will:

- implement a robust anti-bullying policy
- provide an age/ability appropriate PSHE and RSE curriculum
- provide a range of reporting mechanisms e.g. form tutor role, adult listeners

Northbourne Park School wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of peer on peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with the school's policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place. It is also important to ensure the children understand that the law on child on child abuse is there to protect them rather than criminalise them.

Events following the referral will follow Kent inter-agency procedures. The School's involvement ceases with the referral. All discussion of the allegation by employees of Northbourne Park School is forbidden from this point. Neither teachers nor members of the Governing Body may interfere with the evidence (for example by attempting to interview the child or his/her parents).

Child on Child Sexual Violence or Harassment

When responding to concerns relating to child on child sexual violence or harassment, Northbourne Park School will follow the guidance outlined in Part Five of KCSIE 2024 and the DfE '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)' guidance.

Northbourne Park School recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment or be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened. This could lead to vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns. It is also important that staff determine how best to build trusted relationships with children which facilitate communication.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and/or the Police.

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children or staff and any other related issues or wider context. Consideration must also be given to understanding intra familial harms and any necessary support for siblings following incidents. If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

There are 4 likely scenarios for the school to consider when managing a report of sexual violence and/or sexual harassment. These are:

1. Manage internally
2. Early Help
3. Referrals to local authority children's social care
4. Reporting to the police

In any situation, the school should be part of discussions with statutory safeguarding partners. The DSL should be familiar with the local threshold document and the process or assessment and services provided.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

Nude and/or Semi-Nude Image Sharing by Children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working with all age groups, not just older learners.

- Northbourne Park School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to
 - Report any concerns to the DSL immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
 - Not delete the imagery or ask the child to delete it.
 - Not say or do anything to blame or shame any children involved.
 - Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
 - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
- The DSL will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos
 - the DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

- parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- a referral will be made to ICS and/or the police immediately if
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

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

Northbourne Park School recognises that CSE and CCE 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 sexual or criminal activity, in 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. CSE and CCE 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.

- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

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 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, all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

So-called honour based abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

Whilst all staff will speak to the DSL (or deputy) 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.

Preventing radicalisation

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

Northbourne Park School recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

Cybercrime

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

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

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

Supporting Children Potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

1. Safeguarding Children with Special Educational Needs or Disabilities (SEND)

Northbourne Park School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect and exploitation.

Northbourne Park School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, the school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDco (Mrs J. Carpenter) to plan support as required.

2. LGBT

The fact that a child may be LGBT is not in itself an inherent risk factor. However, children who are LGBT can be targeted by other children. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital to provide a safe space for them to speak out or share concerns. LGBT inclusion is part of the statutory RSE curriculum.

3. Children Requiring Mental Health Support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are aware that children's experiences, for example where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Children Absent from and Missing from Education

Children with unexplainable and or persistent absences from education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures.

It is essential that they are assiduous in their prompt completion of attendance registers, liaising closely with the school office to resolve any unexplained absences, and report any concerns about absence to the DSL. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance is considered with other known factors or concerns. On a day-to-day basis administrative staff monitor registers for patterns of absence and the DSL undertakes a regular review of attendance records to analyse for patterns and trends. Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).

Where the school/college have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the [PRU, Inclusion and Attendance Service \(PIAS\)](#).

Elective Home Education

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with [national Elective Home Education guidance](#) and local [Kent guidance](#) and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

Children who need a Social Worker

- The DSL will hold details of social workers working with children in the school so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

- Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

Looked after children, previously looked after children and care leavers

- Northbourne Park School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
- The DSL works with local authorities to promote the educational achievement of registered pupils who are looked after or who have been previously looked after. The DSL will ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the school believes a child is being cared for as part of a private fostering arrangement, there is a duty to recognise these arrangements and inform the Local Authority via the front door.
- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

Online Safety (please also refer to the school's E-Safety Policy)

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

Northbourne Park School will ensure 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.

Northbourne Park School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- 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 (e.g. 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.

Northbourne Park School recognises 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. In addition, all staff are made aware of the threat of harmful online challenges and online hoaxes. Information and advice on preparing for online challenges and hoaxes can be found here:

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/harmful-online-challenges-and-online-hoaxes)

It is essential that the school is in contact with parents to reinforce the importance of online safety and for parents to understand the systems that the school uses to filter and monitor online use. It is especially important for parents to understand what their children are being asked to do online, including the sites they will be asked to access and be clear with whom from the school their child is going to be interacting with online.

The named governor for safeguarding will report on online safety practice and incidents, including outcomes, as well as appropriate filters and monitoring systems, on a regular basis to the wider governing body. In addition, the governors should consider the age range of the children, number of children, how often they access the IT system and proportionality of costs versus safeguarding risks.

Northbourne Park School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2024 and EYFS 2022. Northbourne Park School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

Appropriate Filtering and Monitoring

Governors liaise with school leaders to ensure that all relevant staff have an awareness and understanding of the filtering systems in place and that they are managed effectively. Methods to identify, assess and minimise risks, including filtering and monitoring, will be reviewed annually.

Governance will ensure that the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The governing body will consider the number

of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Northbourne Park School will do all we reasonably can to limit children's exposure to online risks through the school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place, without 'over-blocking'. All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation. Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police. When implementing appropriate filtering and monitoring, Northbourne Park School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Filtering and monitoring is carried out by Securus, Dimension, Google Safe Search and Watchguard. Any breaches result in an automated email that is sent to the Head of IT who reports regularly to the DSL, who then decides what actions need to be taken. The effectiveness of the filter and monitoring software is tested as part of governance reviews annually.

Day pupils are not allowed mobile or smartphone technology in school. Boarders have restricted access and are monitored by boarding staff during phone time.

Northbourne Park School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment. Learners' internet use will be supervised by staff according to their age and ability. Learners will be directed to use age appropriate online resources and tools by staff.

Information Security and Access Management

Northbourne Park School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in the relevant policies e.g. information security, acceptable use policies and/or online safety policy. Northbourne Park School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff Training

Northbourne Park School will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

Educating Learners

Northbourne Park School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Working with Parents/Carers

Northbourne Park School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children through training and regular communications from the school.

Dealing with allegations of abuse by School employees, supply teachers, volunteers or contractors

In case of serious harm, the police should be informed from the outset.

If an allegation is made against the Head teacher, the DSL and Chair of Governors must be informed immediately.

Allegations against staff or volunteers should be reported to the DSL, the Deputy Headteacher, unless he or she is the subject of the allegation.

If the Deputy Headteacher is absent, the allegation should be passed on to the Deputy DSL.

If the allegation is made against the DSL, the person receiving the allegation should immediately inform the Headteacher.

The Headteacher will then take the role of the DSL in fulfilling the procedure below.

The Headteacher will

1. discuss the case with the Local Authority Designated Officer (LADO) within 24 hours of a disclosure or suspicion of abuse.
2. make written notes of his discussions with the LADO.

Notes

If there is a possibility that a criminal offence involving a child/young person has taken place, then the LADO will inform the police immediately for them to conduct an initial evaluation. The police should review the case

with the CPS within four weeks of the initial evaluation. If there is a possibility that significant harm to a child/young person has taken place, then the LADO will involve Social Services and immediately convene a strategy discussion involving the Headteacher.

The Headteacher and LADO will decide that the member of staff needs to be suspended if they believe that:

- i. the member of staff will impede the investigation by remaining at work,
- ii. there is a continuing risk of harm to a child that suspension can lessen,
- iii. the Headteacher intends to summarily dismiss the teacher
- iv. there is no better option (e.g. alternative duties)

If the Headteacher needs to suspend a member of staff, then he/she will

- a) Recognise that suspension of an employee (or pupil) in such circumstance must not be construed as a disciplinary penalty (as the investigation of the allegation is on-going). In consequence, a suspended teacher will be in receipt of full pay and benefits. Voluntary alternatives to suspension (e.g. paid leave of absence or alternative duties within the School) may be considered by the Headteacher.
- b) Consider placing a suspended employee normally resident in School accommodation in temporary alternative accommodation (provided at the School's expense).
- c) Interview the suspended employee, who will be entitled to bring a trade union representative (or a friend) to the interview. At the interview, the employee will be informed of the allegation laid against him/her and provided with all possible information not prejudicial to the conduct of the on-going investigation.
- d) Send any suspended employee written notification of the reasons for suspension within 24 hours of the oral interview. In this written notification the employee will be provided with the name of a member of the SMT who will act as an information channel, keeping them abreast of the progress of the investigation.
- e) Inform the Chairman of Governors of the suspension.
- f) Inform the pupil who has made an allegation (and his/her parents) that the accused employee has been suspended.

If it is judged that there is no cause to involve the police or Social Services, there remains a possibility that the School will need to take formal disciplinary action against the employee. The Headteacher, Chairman of Governors and LADO will discuss the next step options and action will follow within 3 days:

- i. No further action

- ii. Use of the School's disciplinary processes (outlined in the *NPS Staff Disciplinary Policy*)
- iii. Summary dismissal of the employee

DBS

Northbourne Park is committed to reporting to the DBS, within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

Notes:

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Reports will include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and as a consequence could lead to the School being removed from the register of independent Schools. 'Compromise agreements' cannot apply in this connection. Northbourne Park has a legal duty to respond to requests from the DBS for information they hold already. The School does not have to find it from other sources.

Boarding

Northbourne Park School's boarding provision is inspected by the Independent Schools Inspectorate (ISI). Additional elements apply under the National Minimum Standards.

In cases where a member of the boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made.

The School will ensure that boarding parents have an understanding of the responsibility for Child Protection placed on the School and its staff, setting out these obligations in the *NPS Boarding Parents' Handbook*.

Supporting children

The school recognises that children who are abused or witness violence (domestic abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth:

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

They may feel helpless, humiliated and some sense of blame. The school may be the only stable, secure and predictable element in their lives. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they recognise when they are at risk and know how to get help when they need it,
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (Please refer to the NPS anti-bullying policy)
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements,
- liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- ensuring that the curriculum will help children stay safe, and recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour';
<https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; (Please refer to the NPS Behaviour Policy which outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying),
- Having clear procedures in place for addressing and minimising the risk of peer-on-peer abuse, including sexual violence and sexual harassment - these procedures being easily understood and easily accessible
- acknowledging the importance of 'contextual safeguarding',
<https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a

pupil's life that may be a threat to their safety and/or welfare. ([Working together to safeguard children 2023](#) and KCSIE September 2024).

- liaising with a range of Early Help agencies that support the pupil such as Health Services, Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service. <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;
- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register;
- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- applying disciplinary measures in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group;
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Lesbian, gay, bisexual or gender questioning

- A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a pupil who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

- When supporting a gender questioning child, the School will take a cautious approach and consider the broad range of the pupils individual needs, in partnership with the parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. The School will adopt (to the extent that it is reflected in *KCSIE*), the draft DfE guidance for schools and colleges in relation to Gender Questioning Children, when deciding how to proceed.
- Risks can be compounded where children lack trusted adults with whom they can be open. The School endeavours to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

Responsibilities

Board of Governors

1. The Board of Governors and Senior Management Team have a strategic responsibility for safeguarding arrangements and will comply with their duties under legislation.
2. The Board of Governors have regard to the KCSIE 2024 guidance and will ensure policies, procedures and training is effective and complies with the law at all times.
3. The Board of Governors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 201, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Information can be found in KCSIE 2024, Part 2, Paragraphs 82-93.
4. The school has a nominated governor (Mrs S. Jones) for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, in accordance with locally agreed inter-agency procedures and that the policies are reviewed at least annually and when required.
5. The Board of Governors will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
6. The DSL will ensure that the child protection and safeguarding policies and procedures adopted by the Board of Governors are understood and followed by all staff.

7. The Board of Governors will ensure the relevant policies are available to parents on the School website or by sending a paper copy on request.
8. Arrangements are in place for handling allegations of abuse against members of staff, volunteers and the Headteacher.
9. The Deputy Headteacher is named as the DSL to take responsibility for child protection matters.
10. Training is required (updated every two years) in child protection and inter-agency working for the DSL and the appropriate training of other staff and volunteers.
11. Arrangements are in place for reviewing the School's *Child Protection Policy and Procedures* and of the efficiency with which the related duties have been discharged, including swift remediation of deficiencies.
12. The school operates safe recruitment procedures including DBS checks and compliance with Independent School Standards Regulations.

The Headteacher has a legal duty to ensure that procedures exist to ensure the proper protection of children at Northbourne Park School (including online safety) and to deal efficiently with any suspicions of abuse, either in the home or in the School. He/she will

1. Ensure that the procedures of the School's *Child Protection Policy* accord with the requirements of the law and represent good standards of practice.
2. Discuss development of the procedures with the School's Senior Management Team.
3. Ensure that the Houseparents have an opportunity to review the policy and its procedures.
4. Ensure that the School's procedures are brought to the attention of all staff, parents and pupils.
5. Ensure that all staff (i.e. teaching staff and any other staff employed by the School who have access to children) are alert to the signs of possible child abuse and know what to do if they have any concerns or suspicions.
6. Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
7. Report annually to the Governors on Child Protection and the response to Child Abuse within the School.

The DSL will

1. Be responsible for redrafting the NPS Child Protection Policy and for presenting it for discussion by the Senior Management Team before communicating it to all staff.

2. Be responsible for publishing appropriate details of the policy in *NPS Staff Handbook*, the *NPS Parents' Handbook*, and for ensuring that the relevant procedures are presented to the Bursar in order to inform the School's support staff.
3. Be responsible for the day-to-day management of the policy and associated procedures.
4. Act as a source of advice and coordinate action within the School over suspected cases of abuse. This includes being aware of the requirement for children to have an Appropriate Adult (statutory guidance – PACE Code C 2019).
5. Liaise with all relevant agencies involved in the protection of children, building a good working relationship with colleagues from these agencies.
6. Be responsible for action in cases of suspected child abuse, as the first person to whom suspicions are reported by staff, and as the person who discusses the situation with the relevant agencies.
7. Liaise with the appropriate agencies, in accordance with published guidance, when alerted to possible or actual child abuse, including historical complaints of abuse.
8. Have received training in how to identify abuse and know when it is appropriate to refer a case. He will have a working knowledge of referral procedures and other published guidance on dealing with reports of abuse, and of how Area Child Protection Committees operate.
9. Will attend and contribute to a child protection case conferences when required.
10. Keep detailed accurate secure written records of concerns about (or referrals upon) child protection issues.
11. Ensure that the school has at least two emergency contacts for every child in the school in case of emergencies.
12. Ensure the key issues (or new developments) in the field of child protection are communicated promptly to staff employed at Northbourne Park School, and make sure that all staff have training in child protection, appropriate to their role in the School.
13. Ensure that the *NPS Safeguarding and Child Protection Policy and Procedures* is updated and reviewed annually and work with the SMT regarding this.

Please see full DSL job description in Appendix B

The Deputy Headteacher will also

1. Be responsible for ensuring that the Boarding Team is alert to the signs of possible child abuse and know what they have to do if they have any suspicions.

2. Be responsible for ensuring that the Boarding team is familiar with the *NPS Safeguarding and Child Protection Policy and Procedures* and that they understand that they must **always** follow its procedures **exactly** in cases of suspected or actual child abuse,
3. Put into practice, methods for encouraging pupils to tell someone if they are being abused physically, emotionally, sexually or by neglect.

All teaching staff will

1. Know and understand the *NPS Safeguarding and Child Protection Policy and Procedures*
2. Provide a safe environment in which children can learn.
3. Be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
4. Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse, neglect and exploitation can have upon a child.
5. Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
6. Be prepared to identify children who may benefit from early help.
7. Understand the early help process and their role in it.
8. Undertake regular and appropriate training which is regularly updated.
9. Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
10. Know how to maintain an appropriate level of confidentiality.
11. Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

The Bursar will

Be responsible for ensuring that the School's support staff are alert to the signs of possible abuse and know what they have to do if they have any suspicions.

Non-Teaching Staff (all support, part-time and voluntary staff who work with children) **will**

1. Know the procedure they must follow if they become alert to suspected or actual child abuse
2. Follow the procedure in cases of possible or actual abuse

All pupils should

1. Be aware of the School's Statement of Intent on Child Protection
2. Inform a trusted person within the School if they are being abused physically, emotionally, sexually, or by neglect, or if they are aware of such abuse.
3. Reject the idea that disclosing abuse of any form is "dobbing in"

All children have a right to:

1. Feel safe, be listened to, and have their wishes and feelings taken into account.

2. Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
3. Contribute to the development of the school's safeguarding policies.
4. Receive help from a trusted adult.
5. Learn how to keep themselves safe, including online.

A Statement of Intent for Pupils

Northbourne Park School is committed to providing a caring, friendly and safe environment for all its pupils so they can learn in a relaxed and secure atmosphere. The School takes seriously its responsibility to protect its pupils from bullying and abuse. Ours is an OPEN SCHOOL. This means that anyone who knows that abuse is happening is expected to tell.

If you are being abused in anyway, you must tell someone. It won't stop unless you do. Anyone working at Northbourne Park School will know how to support you if you tell them about this sort of thing. You can also contact Childline on 0800 1111 at any time.

All parents should

Be aware of the School's *Safeguarding and Child Protection Policy and Procedures* and its Statement of Intent (Section 2)

Contact the Headteacher if they suspect that their son / daughter is being abused physically, emotionally, sexually or by neglect.

Child Protection in the Curriculum

Northbourne Park School seeks to raise awareness of child protection issues through safety education as part of the PSHE (Personal, Social and Health Education) and RSE programmes.

RSHE (Relationships Education, Relationships and Sex Education and Health Education)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. All schools must have regard to the guidance. The document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The link between mental health and safeguarding

All the staff at Northbourne Park School, including the Governors, recognize the link between mental health and safeguarding. The school's response is as follows:

- Provide the staff with regular training on mental health and how to identify signs.
- Counselling facility for children who need support.
- Agenda item in weekly staff meetings to raise any concerns.
- Mental Health training for the children.
- Governor and SMT support for staff.
- Mental Health Policy that recognizes the link between mental health and Safeguarding.

Abuse of a Position of Trust.

The Sexual Offences (Amendment) Act 2003 creates an offence of "Abuse of Trust". In view of this legislation, it is important that all staff employed at Northbourne Park School recognise that they are in a 'position of trust' and so make sure that they keep within the appropriate boundaries during their dealings with pupils.

The conduct of staff and the language they use in conversation with pupils must fall within appropriate boundaries. Irrespective of the age of consent (and even if the basis for a relationship is consensual) it is illegal for a School employee in a "position of trust" to engage in any sexual activity with (or directed towards) a pupil.

It is important that any School employee who is concerned that actions (or words) might be construed as an abuse of a position of trust (or who is concerned that a pupil is working to move their relationship into an unacceptable area) should

- Make a written note of the incident(s) that is/are the focus of their concern,
- Discuss the incident(s) with the DSL (~~Headteacher~~).
- Keep the counter-signed notes on file in case of a future accusation of abuse of trust,
- Consider discussing the matter with their trade union.

Staff Guidance and Training

Guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on) is available in the *NPS Safe Working Practices*. In addition, all staff receive annual training before the start of each academic year to ensure they are aware of updates and the school's procedures.

The Governing body undertakes an annual review of the child protection policies and procedures and of the efficiency with which the related duties have been discharged.

Other Organisations

Staff members taking trips to another organisation or working with the School's pupils on another site obtain assurance that appropriate child protection checks and procedures apply to any staff with direct access to the pupils.

Multi-agency working

Northbourne Park School has a pivotal role to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The Governing body ensures that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings. It is especially important that the school understands its role in safeguarding partner arrangements including and new safeguarding partners and child death review partner arrangements.

Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The Governing body, Senior Management Team and the designated safeguarding lead make themselves aware of and follow local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should make arrangements to allow the school to be fully engaged, involved and included in the new safeguarding arrangements.

The DfE has published Working Together Transitional Statutory Guidance to support Local Safeguarding Children Boards (LSCBs), the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews (SCRs) to a new system of multi-agency arrangements and local and national child safeguarding practice reviews.

Northbourne Park School is under a statutory duty to co-operate with the published arrangements.

The Governing body understands the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They are also prepared to supply information as requested by the three safeguarding partners.

Northbourne Park School works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Early Help

Staff should also be alert to any child who may benefit from an early help assessment. The DSL has responsibility to take the lead in matters of an early help assessment. In particular, staff should be alert to the potential need for an early help assessment for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

Detailed information on early help can be found in Chapter 1 of WTSC 2018. Guidance on how to access the local Early Help offer is available here: [Integrated Children's Services - KELSI](#)

Use of School Premises for Non-School Activities

Where the school hires or rents out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the school, under the direct supervision or management of their school, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The school should therefore seek assurance that the body 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 to liaise with the school on these matters where appropriate. The school should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

The school may receive an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children. As with any safeguarding allegation, the school should follow their safeguarding policies and procedures, including informing the LADO.

Confidentiality and Information Sharing

- Northbourne Park School recognises the 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 2024.
- Northbourne Park School has an appropriately trained Data Protection Officer (Mrs K. Moores) as required by the General Data Protection Regulations (GDPR) to ensure that the school is compliant with all matters relating to confidentiality and information sharing requirements.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2022). DfE '[Information sharing advice for safeguarding practitioners](#)' (2018) provides further detail. A copy is available in both staff rooms.
- The DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

Communication of this Policy

The School provides all new staff with a copy of this policy as part of their induction process and all staff sign to acknowledge that they understand and will abide by its contents and aims.

Other School policy documentation makes reference to this policy, particularly the

Safeguarding Policy to cover online learning, mental health and school closure due to a virus pandemic
NPS e-safety policy
NPS Staff Handbook,
NPS Parents' Handbook
NPS Safe Working Practices Policy.

All staff have access to this policy on the School's *Policy Library*.

All parents have access to this policy on the School website on www.northbournepark.com and it is available to them on request in paper or in electronic form.

Safeguarding contacts 2024

If a child may be at risk of imminent harm, call the Integrated Front Door on 03000 411 111 (outside office hours - 03000 419 191) or the Police on 999.

Dover - 03000 415 648

Contacting the Education Safeguarding Service

Head of Service: Claire Ray – 03301 651 200

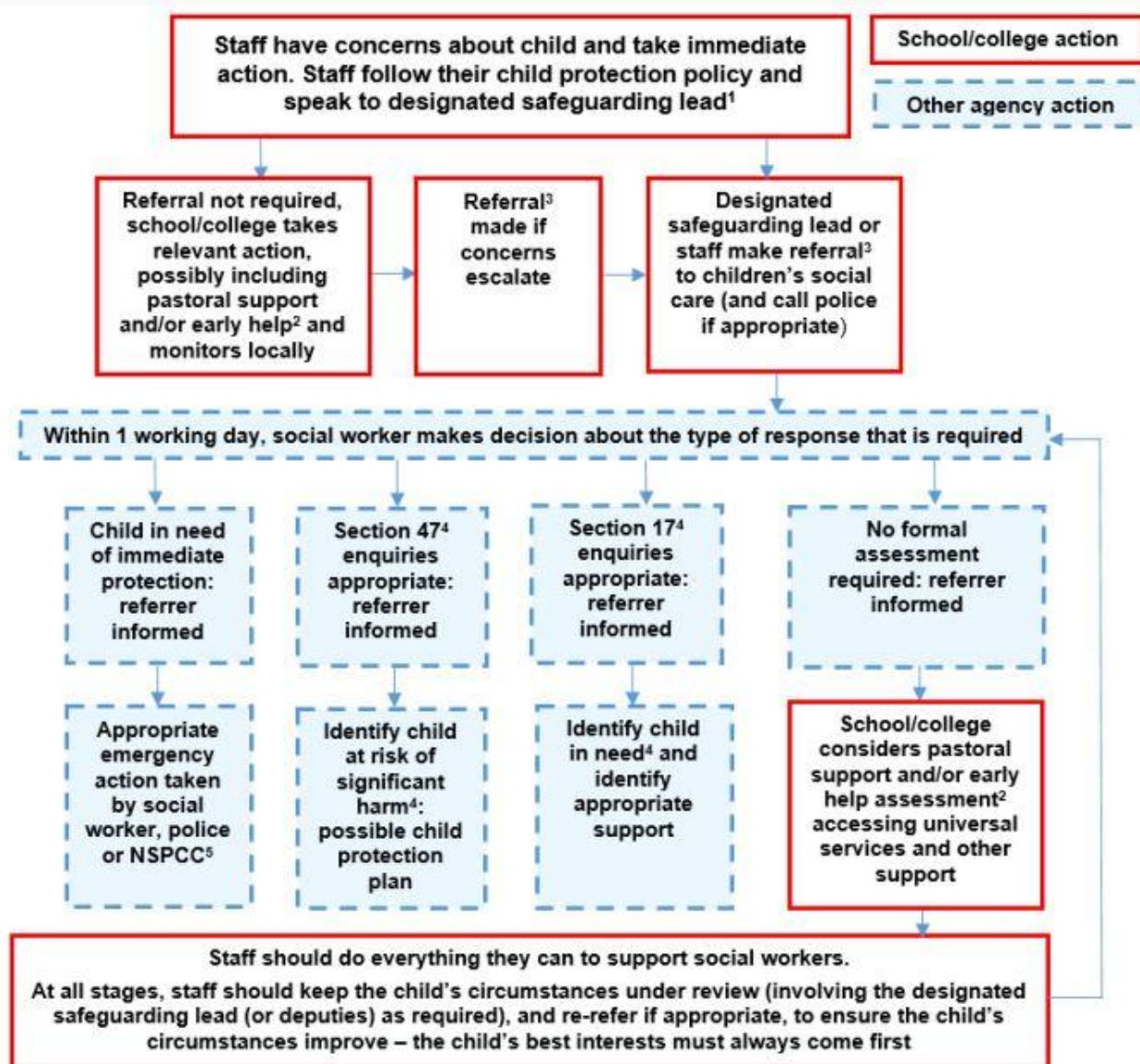
Training and Development Manager: Rebecca Avery – 03301 651 110

Online Safety: Ashley Assiter (Monday-Wednesday) 03301 651 500

East Kent Advisor: Mykes O'Keeffe

South Kent Advisor: Gemma Willson (Monday/Tuesday) Claire Ledger
(Wednesday/Thursday/Friday)

Appendix A – Flowchart detailing actions where there are concerns



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

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

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

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

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

Appendix B: DSL Job Description

The school has appointed an experienced and suitably qualified member of staff who is the member of the Senior Leadership Team as DSL to be responsible for matters relating to child protection and welfare and DDSLs with similar training, to act in their absence and take the lead should an allegation be made against the DSL.

The DSL and deputies develop a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. The responsibilities of the DSL and DDSLs are provided in this job description:

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- The designated safeguarding lead is expected to refer cases:
 - of suspected abuse, neglect and exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
 - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
 - where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Managing referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse, neglect and exploitation to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
- to be conversant with Kent Safeguarding Children Multi-Agency Partnership (KSCMAP) procedures and the role of other agencies and consulting with them on issues if an allegation or suspicion occurs, liaising with the various child protection agencies where appropriate

Working with others

The designated safeguarding lead is expected to

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include

being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

- as required, liaise with the “case manager” (as per Part Four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- have a role in the oversight of the school’s e-safety provision, the teaching of online safety and the quality of the school’s filtering and monitoring. The DSL has responsibility for “understanding the filtering and monitoring systems and processes in place” as part of their remit.
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date, kept confidential and stored securely, with a separate child protection file for each child.

He/she must transfer child protection files to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Raising Awareness

The designated safeguarding lead should

- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- ensure the child protection policy is available publicly and parents know that referrals about

suspected abuse or neglect may be made and the role of the school in this

- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead should

- undergo training to provide them with the knowledge and skills required to carry out the role, updated at least every two years.
- undertake Prevent awareness training.
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Providing support to staff

To support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked,

including to inform the provision of academic and pastoral support.

Understanding the views of children

To:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix C: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

- Advice on protecting children with SEN - <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

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

Support for Staff

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

Support for Learners

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

Support for Adults

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

Support for Learning Disabilities

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

Contextual Safeguarding Network

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

Kent Resilience Hub

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

Substance Misuse

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

Domestic Abuse

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

- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines: <https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

Honour Based Abuse

- The right to choose: government guidance on forced marriage: [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/guidance/the-right-to-choose)
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

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

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

Online Safety

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

- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

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Mental Health

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

Radicalisation and hate

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

Children with Family Members in Prison

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