Oakley School

Skills for Life and Independence

Child Protection & Safeguarding Policy

Date written: 1st September 2025

Date agreed and ratified by Governing Body: 7th October 2025

Date of next review: September 2026

Key Contact Personnel in School

Designated Safeguarding Lead: Sophie Tillman-Harries (Assistant Headteacher)

Deputy Designated Safeguarding Leads: Sophie Rees, Claire Bingham, Charlotte Bartlett and Nicola Fosker

Headteacher: Sam Perryman

Named Safeguarding Governor: Lizzie Bentley Bowers

Other key staff: Zoey Jenks, School Business Manager and Suzanne Benson, Family Support Worker

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

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

Oakley School
Skills for Life and Independence

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Oakley School
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What to do if you have a welfare concern in Oakley School

Why are you concerned?

- For example
  - Something a child has said e.g. an allegation of harm.
  - A child's appearance, this may include unexplained marks
  - Behaviour change(s)
  - Witnessed concerning behaviour

Immediately report your concerns

- Follow the school's procedure (Staff to speak to a DSL and record on CPOMS)
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words and record facts, not opinions.
  - Tell a DSL and record on CPOMS
  - Seek support for yourself if required

Next steps

Designated Safeguarding Lead

- If a child is at risk of immediate harm and/or is unsafe to go home, make an urgent Request for Support to the Front Door Service via the portal or call the Police on 999.
- If no immediate risk of harm, provide internal support and/or refer to other agencies in line with Kent Safeguarding Support Level Guidance and KSCMP procedures, as appropriate. For example, signposting to community services and/or early help open access, a non-urgent call to the Police via 101, reporting allegations against staff to the County LADO Service, or make a Request for Support via the Front Door Service Portal.
- Where unsure, advice can be sought from a Local Authority Social Worker at the Front Door

If you are unhappy with the response

Staff:

- Follow local escalation procedures

- safeguarding partnership escalation

- Follow Whistleblowing procedures

Children & Young People and Parents:

- Follow school complaints procedures

Record decision making and action taken in the pupil's child on CPOMS

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor – set a clear time frame rather than 'continue to monitor'
- Where, how and to whom you will feedback and how you will record

Review and **request further support** (if necessary)

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

1. Child Focused Approach to Safeguarding

1.1 Introduction

- At Oakley School we recognise our statutory responsibility to safeguard and promote the welfare of all young people. Safeguarding and promoting the welfare of children is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and young people) have an important role in safeguarding children and young people and all have an essential role in making our community safe and secure.

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

- Oakley School believes that the interests of children and young people always come first. All young people have a right to be heard and to have their wishes and feelings taken into account regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation.

- This policy applies where there are any child protection concerns regarding children who attend Oakley but may also apply to other children connected to the school, for example, siblings, or younger members of staff (under 18s) or children on student/work placements.

- Oakley School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children and young people are respected and encouraged to talk openly. All our staff understand safe, professional practice and adhere to our safeguarding policies. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

- Oakley School adopts a trauma-informed approach to safeguarding, recognising that adverse childhood experiences can significantly impact a child's behaviour, wellbeing, and ability to engage with learning. Staff are trained to respond with empathy, consistency, and sensitivity, ensuring that safeguarding interventions do not retraumatise but instead promote safety, trust, and empowerment.

- The language used by staff is carefully considered to avoid blame, shame, or triggering responses. Staff use calm, respectful, and inclusive communication that validates the child's experience and supports emotional regulation.

Our school core safeguarding principles are:

- **Prevention**
  Positive, supportive, safe culture, curriculum and pastoral opportunities for children and safer recruitment procedures.
- **Protection**
  Following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Support**
  For all children and young people, families and staff, and a specific personalised intervention is required for those who may be at risk of harm.
- **Collaboration** with both parents/carers where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

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

1.2 Policy Context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education', which requires individual schools and colleges to have an effective child protection policy.
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
    - Keeping Children Safe in Education (KCSIE)
    - Working Together to Safeguard Children (WTSC)
    - Ofsted: Education Inspection Framework
    - Framework for the Assessment of Children in Need and their Families 2000
    - Kent and Medway Safeguarding Children Procedures
    - Early Years and Foundation Stage Framework (EYFS)
    - The Education Act 2002
    - Education and Inspections Act 2006
    - The Human Rights Act 1998
    - The Equality Act 2010 (including the Public Sector Equality Duty)

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children and young people, who are pupils at a school. (Oakley School has Year 14 so we will protect all children and Young People up to and including those young people who are 19 years old). Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Oakley School will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.
- Oakley School acknowledges the publication of the updated RSHE guidance by the Department for Education in July 2025. This policy reflects this statutory guidance which becomes mandatory from September 2026. The school will review and adapt its RSHE curriculum accordingly to ensure full compliance and effective safeguarding education.

1.3 Definition of Safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - providing help and support to meet the needs of children and young people as soon as problems emerge
    - protecting children and young people from maltreatment, whether that is within or outside the home, including online
    - preventing impairment of children/ young people's mental and physical health or development
    - ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care
    - promoting the upbringing of children and young people with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child/ young person
    - taking action to enable all children/ young people to have the best outcomes

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

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

(Also see Part 1 and Annex B within 'Keeping Children Safe in Education')

1.4 Related Safeguarding Policies

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies listed below.
    - Pupil Behaviour, Engagement and Wellbeing policy
    - Online Safety Policy
    - Class Dojo Policy
    - Anti- bullying
    - Data Protection and Information Sharing (GDPR)
    - Privacy Notices
    - Image use
    - Relationship Sex Education (RSE) and Personal Social Emotional Development (PSED)
    - Personal and intimate care
    - Health and Safety
    - Attendance
    - First Aid
    - Managing allegations against staff
    - Complaints and Concerns Policy
    - Equality and Diversity Policy
    - Teaching, Learning and Assessment Policy
    - Staff Code of Conduct and Acceptable Use of Technology Policies (AUP)
    - Safer Recruitment
    - Whistleblowing
    - Risk assessments

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

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

1.5 Policy Compliance, Monitoring and Review

- Oakley School will review this policy at least annually and will update it as needed so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.

- All staff (including temporary staff and volunteers) will be signposted to read this policy and Part 1 of KCSIE 2025 via CPOMS.

- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies via the school website http://www.oakleyschool.co.uk or on request from the school office.

- The policy forms part of our School Improvement Plan and will be reviewed annually by the Governing Body and the Senior Leadership Team.

- The Designated Safeguarding Lead and the Headteacher will ensure regular reporting on safeguarding activities and systems to the Governing Body and Senior Leadership Team. The Governing Body will not receive details of individual learners' situations or identifying features of families as part of their oversight responsibility.

- Oakley School works with Irving Consultancy to ensure safeguarding procedures and practices are compliant and robust. This includes an annual safeguarding review and termly supervision.

  Safeguarding Consultant and NSPCC Accredited Trainer

  irvingconsultancy.co.uk

  07843 006972

Catherine Irving
Safeguarding Consultant & Trainer

2 Key Responsibilities

2.1 Governance and Leadership.

- The Governing Body and the Leadership Team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Governing Body have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the laws at all times.

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

- The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi Agency Partnership (KSCMP).
  This includes but is not limited to safeguarding all members of the school community (for example, staff, children and young people, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

- The Governing Body and Leadership Team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

- The Headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the Governing Body, are understood and followed by all staff.

- The Governing Body will ensure an appropriate member of the Leadership Team is appointed to the role of Designated Safeguarding Lead. The Governing Body and the Leadership Team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

- The school has a nominated governor for safeguarding: Lizzie Bentley Bowers (Governor). Lizzie will support the DSL, Sophie Tillman-Harries, and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the Leadership Team, Sophie Tillman-Harries, as the Designated Safeguarding Lead (DSL).

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) at Oakley School. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- The school has appointed Deputy DSLs (Sophie Rees Deputy Headteacher, Claire Bingham Assistant Headteacher, Charlotte Bartlett Assistant Headteacher and Nicola Fosker Assistant Headteacher) who will have delegated responsibilities and act in the DSLs absence.

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

- According to Annex C from KCSIE, it is the role of the DSL to:
    - Act as the central contact point for all staff to discuss any safeguarding concerns.
    - Maintain a confidential recording system for safeguarding and child protection concerns.
    - Coordinate safeguarding action for individual children.
    - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
    - Liaise with other agencies and professionals in line with KCSIE 2025 and WTSC 2018.
    - Ensure that locally established referral procedures, as put in place by the three safeguarding partners, Kent Safeguarding Children Multi-Agency Partnership (KSCMP) including referrals are followed as necessary.
    - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences).
    - Manage and monitor the school's role in any multi-agency plan for a child.
    - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
    - Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out-of-hour and/or out of term activities.
    - Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
    - Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children and young people, including children and young people with a social worker, are experiencing, or have experienced with teachers and the Leadership Team.
    - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2025.
    - Liaise with the Headteacher to inform them of any safeguarding issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult PACE Code C 2019.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs

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

2.3 Members of Staff

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

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that they are being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from Early Help.
- Understand the Early Help process and their role in it.
- Understand Oakley School safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Recognise that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/ or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have concerns about a child.
- Determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies for example our Staff Code of Conduct and Pupil Behaviour, Engagement and Wellbeing Policy.

2.4 Children and Young People

Children and young people (pupils) have a right to:

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

2.5 Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.
- Seek help and support from Oakley School or other agencies.

3 Child Protection Procedures

3.1 Recognising Indicators of Abuse, Neglect and Exploitation.

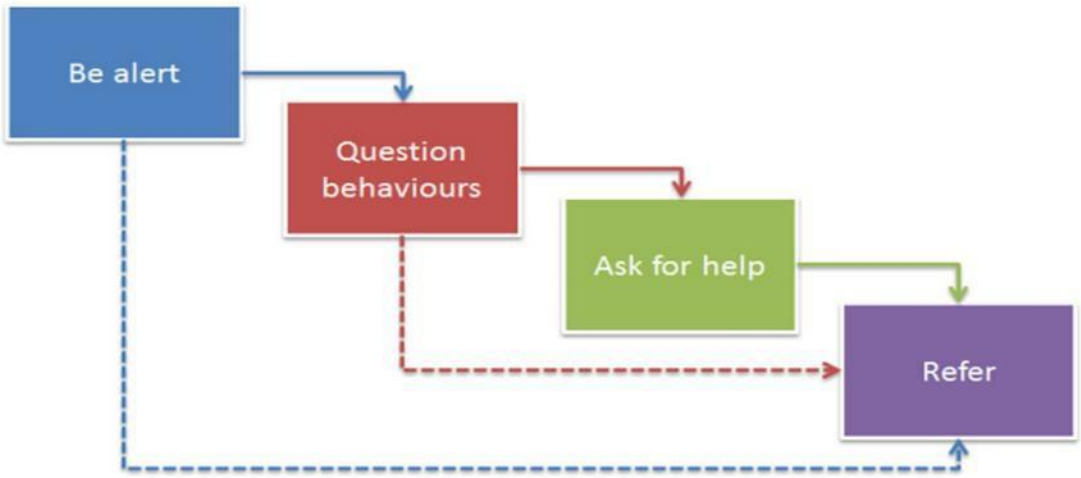
- Staff will maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

- All staff in school should be aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025. This is outlined locally within the Kent Support Levels Guidance.

- Oakley School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see Appendix 1):
    - Physical abuse
    - Sexual abuse
    - Emotional abuse
    - Neglect

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

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

- Oakley 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 and neglect 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.

- Oakley School recognises abuse, neglect or exploitation 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 a DSL.

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

- Children may report abuse, neglect or exploitation 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 Oakley. Children can be at risk of abuse, neglect or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

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

- Oakley School recognises that all of our children have additional and complex needs and may require intensive or specialist services to support them.

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

- The Headteacher (or DSL and deputies in the Headteacher's absence) will be consulted if a member of staff wishes to search a child or young person where there are reasonable grounds to suspect a child or young person was in possession of a prohibited item. The DSL or deputies will then consider the circumstances of how to conduct the search (e.g. gender of pupil and staff carrying out the search, consultation with parents or other agencies and 2 members of staff present). The DSL will then assess the incident against any potential wider safeguarding concerns.

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

3.2 Responding to Child Protection Concerns

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

- Listen carefully to the concern and be non-judgmental.
- Use a Total Communication Approach.
- Be non-judgmental.
- Avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example who, what, where, when or Tell, Explain, Describe (TED).
- **Not** promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
- Be clear about boundaries and how the report will be progressed.
- Inform the DSL (or deputy), **immediately.**
- Record the concern on CPOMS using the facts as the child presents them.
- If staff have any concerns about a child's welfare, they are expected to act immediately. If staff are unsure if something is a safeguarding issues, they will speak to the DSL.
- The DSL or deputies should always be contactable to discuss safeguarding concerns. If in exceptional circumstances a DSL is not available this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from a consultation with a social worker from the Front Door on 03000 411111. In these circumstances, any action taken will be shared with a DSL as soon as possible.
- All staff are made aware that early information sharing is vital for the effective identification assessment and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- Oakley School will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi- Agency Partnerships procedures (KSCMP). The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website www.kscmp.org.uk
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS) and are accessed via the 'Front Door Service'/Kent Children's Services Portal.
- 'Early help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners, including education providers, working together and taking collective responsibility to provide the right provision in their area.
    - If Early Help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
    - Where Intensive Support Early Help (provided by ICS, outlined in the KSCMP support levels guidance) is considered to be appropriate, the DSL (or deputy) will make a 'request for support' via the Kent Children's Services Portal.
    - Staff, including the DSL, may be required to work with other agencies and professionals in an early help assessment.

- The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.

- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent Integrated Children's Services (via the portal) and/or the police, in line with the Kent Support Level Guidance and KSCMP procedures.
    - At Oakley School we recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making**.**
    - The DSL may seek advice or guidance from a social worker via the Front Door Service before deciding next steps.
- The DSL, or a deputy DSL in the absence of the DSL will have the overall responsibility for making referrals. However, all staff are made aware of the local process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff.
    - Staff will speak to a member of the Oakley School senior leadership team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for contact information, see flowchart on page 4.
    - In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.
- In the event of a request for support to the Front Door Service being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will always be informed in the case of a request for support being submitted by Oakley School, unless there is a valid reason not to do so, for example, if informing them may put a child at risk of harm, could undermine a criminal investigation or following advice from the Front Door or another linked professional.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the Kent Escalation and Professional Challenge Policy to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- DSLs and staff will be mindful of the need for Oakley School to ensure any activity or support implemented to support children and/or families is recorded. Support provided by Oakley School where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network.

3.3 Recording Concerns

- A DSL must be notified of all safeguarding concerns immediately. Discussions and decisions (and justifications for those decisions) will be recorded on CPOMS. A body map will be completed if injuries have been observed. If members of staff are in any doubt about recording requirements, they should discuss their concerns with a DSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved and a note of any action taken, decisions reached and outcomes.

- Each member of staff has their own unique log in for CPOMS and only the DSLs are able to view individual pupil records on CPOMS. Agency Staff should speak to one of the class team to log any concern they wish to raise.

- Records will be completed as soon as possible after the incident/event, using the child's words. Child Protection records will record facts and not personal opinions.

- All staff must speak to a DSL straight away and then record on CPOMS as reporting concerns takes priority stating which DSL they have spoken to. The DSL will allocate the concern to the appropriate DSL.

- If members of staff are unsure about recording requirements they will discuss their concerns with the DSL.

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

- Children and young people's records are stored electronically and only DSLs have access to. Historic safeguarding paper records are stored securely in the lockable cupboard. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely.

- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school or college under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

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

- When Oakley receives child protection files from another setting, the DSL will ensure key staff (the Leadership Team), will be made aware of relevant information as required.

- Where a pupil joins Oakley and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil and if so, if the files have been sent.

3.4 Multi-Agency Working

- Oakley School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children.'

- The Leadership Team, Governing Body and DSLs will work to establish strong and cooperative local relationships with professionals in other agencies, including safeguarding partners in line with local and national guidance.

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

- Oakley School will allow access for Kent Children's Social Work Service and whether to conduct a section 17 or a Section 47 assessment.

- The Headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school Pupil Engagement, Behaviour and Wellbeing policy.

3.5 Confidentiality and Information Sharing

- Oakley School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE.

- Where reasonably possible, the school will hold more than one emergency contact number for each pupil. There is an expectation that emergency contact information will be held for both parents, unless doing so would put a child at risk of harm.

- It is good practice for school/colleges to have additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

- It is recommended local practice for schools/colleges to request and capture emergency contact information for both parents, unless it places a child at risk of harm to do so, for example a court or other legal order preventing access is in place. If this is the case, it should be recorded on the child or young person's safeguarding file. Oakley School will be proactive in being inclusive of fathers; effective father engagement should be the expectation from the outset and is important that we understand the child's significant relationships and lived experiences.

- The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on schools and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
    - Oakley School has an appropriately trained Data Protection Officer (DPO) as required to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. Zoey Jenks, School Business Manager is Data Protection Officer at Oakley.
    - All staff will be provided with training and information to ensure they have due regard to the relevant data protection principles, which allow them to share and/or withhold personal information.
    - KCSIE, the Information Commissioner's Office (ICO), DfE Data Protection in schools guidance and DfE 'Information sharing advice for safeguarding practitioners guidance provides further details regarding information sharing principles and expectations.

- The Headteacher and DSL will disclose relevant safeguarding information on a need to know basis.

- All staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy. Staff 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.

- In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or deputy) and Kent Integrated Children's Services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

3.6 Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school's safeguarding regime. The school has a complaints procedure available to parents, children and young people and members of staff and visitors who wish to report concerns or complaints. This can be found on the school's website www.oakleyschool.co.uk .

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

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

- The leadership team at Oakley School will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
  Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with Section 8 of this policy.

4 Specific Safeguarding Issues

- Oakley School is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part 1, DSLs, school leaders and staff who work directly with children will read Annex B of KCSIE which contains important additional information about specific forms of abuse and safeguarding issues.

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

4.1 Child on Child Abuse

- All members of staff at Oakley recognise that children are capable of abusing other children (referred to as child-on-child abuse, previously known as peer-on-peer abuse), and that it can happen both inside and outside of school and online.

- Oakley School recognises that child-on-child abuse can take many forms, including but not limited to:
  - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
  - Abuse in intimate personal relationships between children
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - Sexual violence and sexual harassment:
    - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
    - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - Initiation/hazing type violence and rituals

- Any allegations of child-on-child abuse will be recorded, investigated and dealt with in line with this child protection policy and KCSIE (in particular Part 2 and 5).

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

- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that that some child-on-child 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.

- Oakley School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL or a deputy about any concerns regarding child-on-child abuse.

- In order to minimise the risk of child-on-child abuse, Oakley School will:

    - Provide an appropriate curriculum including THRIVE, PSHE and RSE curriculum, Online Safety
    - Have trusted adults in the school are openly listen to children and take their concerns seriously
    - Provide a range of opportunities to share their worries and concerns in a safe space including using Zones of Regulation, THRIVE, Music Therapy and Play Therapy
    - Implement a robust anti-bullying policy
    - Challenge when necessary

- Oakley School want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school's policies, including child protection, anti-bullying, pupil engagement, behaviour and wellbeing policy. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

- Concerns about learner's behaviour, including child-on-child 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, pupil behaviour, engagement and wellbeing policy and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline children and young people for poor behaviour outside of the school premises e.g. when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

- Alleged victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported by:
    - Listening carefully and use visual support and a Total Communication approach for children and young people to be able to share concerns
    - Work with parents and other agencies e.g. Early Help, KEPS, Social Services
    - Be role models and demonstrate high expectations of how we treat each other
    - Provide support where necessary e.g. THRIVE, Music and Play therapy
    - Use Pupil Profiles to help children and young people to regulate their behaviour
    -
- Oakley School will utilise the Shore Space resource developed by the Lucy Faithfull Foundation and the Home Office to support children who may display harmful sexual behaviour. This will be used in conjunction with existing safeguarding procedures and therapeutic support.

4.2 Child-on-Child Sexual Violence or Harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, Oakley School will follow the guidance outlined in Part 5 of KCSIE 2025.

- Oakley School recognises sexual violence and sexual harassment can happen anywhere, and all staff will maintain an attitude of it could happen here. Oakley 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 sexual violence or sexual harassment or be made to feel ashamed for making a report.

- Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies.

- Oakley School recognises that the law is in place to protect children and young people rather than criminalise them and this will be explained in such a way to children and young people that avoids alarming or distressing them.

- Oakley School recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

- The DSL or deputies are likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.

- 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, in line with Part 5 of KCSIE and relevant local/national guidance and support, for example KSCMP procedures.

- 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, adult students and staff and any actions that are required to protect them.

- Any concerns involving an online element will take place in accordance with relevant local and National guidance.

- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services (Early Help and/or Children's Social Work Service) Integrated Children's Services and/or the police. Important considerations which may influence this decision include:
  - The wishes of the victim in terms of how they want to proceed.
  - The nature of the alleged incident(s), including whether a crime may have been committed and or whether Harmful Sexual Behaviour has been displayed.

- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children.
- If the alleged incident is a one off or a sustained pattern of abuse – sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- The sexual violence and sexual harassment can take place within intimate personal relations between children.
- Understanding intra-familial harms and any necessary support for siblings following incidents.
- Whether there are any ongoing risks to the victim, other children, adult students or school staff.
- Any other related issues and wider context including any links to child sexual exploitation and child criminal exploitation.

- Oakley School will in most instances engage with both the victim's and the perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case by case basis. The exception to this if there is a reason to believe informing a parent/ carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy and any data protections requirements, and where they are involved, will be subject to discussion with other agencies (for example children's Social Work Service and/or the police) to ensure a consistent approach is taken.

- If at any stage the DSL is unsure how to proceed, advice will be sought from the Front Door Service or the LADO Education Safeguarding Service.

4.3 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 eighteen. 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 should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

- Oakley 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 to view, copy, print, share**, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
    - not to delete the imagery or ask the child to delete it.
    - to avoid saying or doing anything to blame or shame any children involved.
    - to reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
    - not to investigate or ask the child(ren) involved to disclose information regarding the imagery
    - to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

- DSLs will respond to concerns in line with 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/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 via the Children's Portal 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 thirteen, 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 DSLs are unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

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

- Oakley recognises that both 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.

- Oakley School recognises that children can become trapped in CCE as perpetrators and can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

- Oakley School recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17 yar olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.

- 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.

4.5 Serious Violence

- All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, 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 and may be at risk of CCE.

- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSL or deputy. 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.

4.6 Modern Slavery

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: Modern slavery: how to identify and support victims.

- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will and responded to in line with this policy.

4.7 So-called honour based abuse

- 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 will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fmu@fcdo.gov.uk

- Whilst all staff will speak to the DSL (or deputy) if they have any concerns about FGM, there is a specific legal reporting duty on teachers.
    - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl.
    - It will be rare for teachers to see visual evidence, and they should not be examining children and young people however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information and FGM Mandatory reporting Duty Fact Sheet.
    - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Children's Services should be informed as appropriate.

4.8 Preventing radicalisation

- Oakley School recognises that children may be susceptible to radicalisation into terrorism and extremist ideologies.

- Oakley 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.

- All staff have received appropriate training to enable them to be alert to changes in children's behaviour which could indicate that they may need help or protection from radicalisation. Staff can identify early signs of radicalisation, including changes in behaviour, isolation, and expression of extremist views. All staff have annual Hays Online Training and reminders throughout the year in morning briefings.

- Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the local procedures in regard to making a Prevent referral. If there is an immediate threat to safety, the police will be contacted via 999.
- The DSL will maintain communication and receive updates from the Prevent Officer in Kent to inform our safeguarding practices and ensure staff are equipped to respond appropriately.
- Prevent is treated as a safeguarding issue and forms part of our wider safeguarding strategy.

4.9 Cybercrime

- Oakley 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 or deputy will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when 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.

- 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.

- The DSL and Deputies can seek advice from Kent Police and the LADO Education Safeguarding Service.

4.10 Domestic Abuse

- Oakley School recognises that:
  - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
  - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
  - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
  - anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
  - domestic abuse can take place within different types of relationships, including ex-partners and family members.
  - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
  - domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
  - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
  - it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.

- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or Deputy.

- Oakley School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse and there are children in the household; the police are expected to inform schools before the child(ren) arrive the following day.
    - Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enables us to put immediate support in place according to the child's needs.
    - Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the front door will be made if there are any concerns about a child's welfare.
    - Where the school is unsure of how to respond to a notification, advice will be sought from the Education Safeguarding Service or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.
    - All Operation Encompass Notifications received by the school will be saved in the individual child or young person's safeguarding file on CPOMS.

4.11 Mental Health

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

- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour and education.

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

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

- The school will provide support for children and young people with their mental health through the THRIVE curriculum, Interoception Curriculum and referrals to Music or Play Therapy and CAMHS.

4.12 Bruising in non-mobile children

- Bruising in babies, infants or children with complex needs that are not mobile (meaning a child who is unable to move independently through rolling, crawling, cruising, or bottom shuffling) is unusual and should always be explored.

- If Oakley School is concerned about actual or suspected bruising on a non-mobile child, we will respond in line with the 'Kent and Medway Protocol for the Management of Actual or Suspected Bruising in Infants and Children who are not Independently Mobile' procedures (2.2.8 of the KSCMP procedures). In summary, these procedures state:

- If a child appears seriously ill or injured, emergency treatment should be sought through an emergency department (ED) and the Kent ICS should be notified of the concern and the child's location.

- In all other cases:
  - Staff must inform the DSL immediately and describe and document accurately on a body map, the size, shape, colour, and position of the mark/s on the head and/or body.
  - Any explanation of the history of the injury or comments by the parents/carers will be documented accurately (verbatim) in the child's record, along with the body map.
  - If there is a concern about parental response to the injury, no explanation, or an explanation that is inadequate, unlikely or does not rule out abuse or neglect, an immediate referral will be made to Kent ICS, who have responsibility for arranging further multi-agency assessments.
  - If there are concerns regarding the immediate safety of the child or staff, the police will be called.
  - If the setting is in any doubt as to how to respond to bruising on a non-mobile child, advice may be sought from the Front Door Service.

5 Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, Oakley School acknowledge that some groups of children are potentially at greater risk of harm This can include the following groups.

5.1 SEND

All children and young people at Oakley have special education needs and disabilities, some have health conditions in addition. This can present with safeguarding challenges and barriers for recognising abuse.

- We ensure that staff are well trained in recognising signs of abuse, neglect or exploitation by working closely with families and secure relationships with children and young people. Use of Class Dojo supports parents to report any changes in their child's routine which might explain a change in behaviour, any injuries that their child might come in with or any other circumstance that might explain why a pupil is behaving or presenting differently.

- All members of staff are encouraged to appropriately explore potential indicators of abuse, neglect or exploitation 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 showing any signs.

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

- We use a Thrive approach and Total Communication Approach to support children and young people to share if they are feeling worried.

- Operation Encompass will alert the school to any Domestic Abuse incidents at home.

- Our school has individual pupil profiles which ensure that the health, safety, independence and welfare of children is promoted and their dignity and privacy are well respected. Arrangements for intimate and personal care are open and transparent and are agreed with parents.

- Arrangements for intimate and personal care are open and transparent. Further information can be found in our policies.

5.2 Children requiring mental health support

- Oakley School has employed a Family Support Worker, 2 Thrive Practitioners, a Music Therapist and a Play Therapist to ensure pupils are supported with their mental health.

- Oakley School has an important role to play in supporting the mental health and wellbeing of our children and young people. 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.

- Where there are concerns regarding possible mental health problems for children and young people, staff should report to the Leadership Team who will determine with the class teacher and parent whether the needs can be met through interventions in class, Thrive Practitioner, Music Therapist , Play Therapist or a referral to an external agency such as Early Help, Kooth or CAMHS.

- Education is adapted to the age and learning needs of the children and young people to help promote possible health, wellbeing and resilience.

5.3 Children who are absent from education

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

- A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Children's Services and/or have a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

- Where possible, Oakley will hold more than one emergency contact number for each child and young person, so we have additional options to make contact with a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern (see section 3.5).

- Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties (DfE: Children missing education) and local policies. Local support is available via the Kent PRU and Attendance Service (KPAS).

- Oakley school follows the statutory guidance outlined in **Working Together to Improve School Attendance**, ensuring that safeguarding and attendance policies are integrated and responsive. Early identification and intervention are key to preventing harm and promoting the welfare of all pupils.

5.4 Elective Home Education (EHE)

- 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..

- We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

- The Parents/Carers will need to make the request through the Annual Review Process.

5.5 Children who may benefit from Early Help

- Any child may benefit from Early Help, but all staff should be particularly alert to the potential need for early help for a child who:
    - is disabled or has certain health conditions and has specific additional needs
    - has special educational needs
    - has a mental health need
    - 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 or county lines
    - is frequently missing/goes missing from education, home or care,
    - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
    - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
    - is at risk of being radicalised or exploited
    - has a parent or carer in custody, or is affected by parental offending
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
    - is misusing alcohol and other drugs themselves
    - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
    - is a privately fostered child

- Where it is identified a child may need Early Help, staff and DSLs will respond in line with section 3 of this policy.

5.6 Children and young people with a Social Worker (Child in Need & Child Protection Plans)

- 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's decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.7 Looked after children, previously looked after children and care leavers

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

- The school has appointed a 'designated teacher' (Nicola Fosker, Assistant Headteacher) who works with local authorities including the Virtual School Kent (including the virtual school head) including to promote the educational achievement of registered children and young people who are looked after or who have been previously looked after.

- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the 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 (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) 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.

5.8 Children who are Lesbian, Gay, Bisexual, or Gender Questioning/Trans (LGBT)

- Additional support for education settings regarding equality, diversity and inclusion is available via the Education People EDIT team.

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, Oakley School recognises that children who are LGBT or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.

- When supporting a trans or gender questioning child, the school will consider the broad range of their individual needs, in partnership with the child's 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. Oakley will refer to KCC Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

- Oakley School recognises risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT education is included within our Relationships Education/ Relationship and Sex Education and Health Education curriculum, and our staff will endeavor to reduce the additional barriers faced and provide a safe space that facilitates a culture where children can speak out or share any concerns.

- Oakley School is aware that the Department for Education is preparing new guidance on supporting gender questioning children. The school will update its safeguarding policy and practices upon publication to ensure inclusive, safe, and evidence-informed support.

5.9 Children who are privately fostered

- Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with children.

- Where private fostering arrangements come to the attention of the school, we must notify Kent Integrated Children's Services in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

6 Online Safety

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

- Oakley 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.

- Oakley 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, extremism, misinformation, disinformation and conspiracy theories.
  - **Contact:** being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (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.

- Oakley School recognises that misinformation, disinformation, and conspiracy theories can pose significant safeguarding risks. These will be addressed through curriculum planning, staff training, and online safety education.

- Oakley School is aware that technology, and the risks and harms related to it, evolve and change rapidly. The school/college 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. Part 2 of KCSIE references tools which can support schools with this.

- The headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider Governing Body.

6.1 Policies and Procedures

- The DSL has overall responsibility for online safety within the school, but will liaise with other members of staff e.g. IT helpdesk and teachers as necessary.

- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, online safety and pupil behaviour and wellbeing policies.
  Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

- Oakley School uses a wide range of technology. This includes Surface Pros, Laptops, iPad and other digital devices, the internet, intranet and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- Oakley School recognises the specific risks that can be posed by mobile and smart technology, including mobile smart phones, cameras and wearable technology (smartwatches and wireless tracking devices e.g. Air Tags).

- Oakley has Staff Code of Conduct and Safe working practice guidance in place which are shared and understood by all members of the community. These policies can be found are available from School Business Manager and are shared with all staff when the join our School. The key messages are that:
  - all staff should use personal mobiles in the staffrooms or in the school carpark only,
  - all staff must not share their personal contact details with children and their families
  - all staff must not take photographs or videos of children and young people using their personal devices.
    Further information can be found in our staff ICT Acceptable Use Policy.
- It is recognised by Oakley School that the use of technology presents challenges and risks to children and adults both inside and outside of school. Oakley School will empower, protect and educate the school community in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate.

- Oakley School recognises that generative artificial intelligence (AI) tools may have many uses which could benefit our school community. However, it is important to recognise that AI tools can also pose risks; this is including, but not limited to, bullying and harassment, abuse and exploitation (including child sexual abuse), privacy and data protection risks and inaccurate, harmful and/or biased material, and additionally its use can pose moral, ethical and legal concerns.
  - Staff and pupils will be made aware of the benefits and risks of using AI tools in staff training and through direct teaching of how to stay safe online.
  - Staff are required to carry out a risk assessment and seek written approval from the senior leadership team prior to any use of AI in Oakley School.
  - Oakley School will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, pupil behaviour, engagement and wellbeing policy and child protection.
  - Where Oakley School believe that AI tools may have facilitated the creation of child sexual abuse material, including the sharing of nude/semi-nude images by children, the school will respond in line with the UKCIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local KSCMP guidance.

- Oakley School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.

- Oakley School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found by making request from the School Business Manager.

The following links may also provide further information for leaders to consider:

- Generative artificial intelligence (AI) in education - GOV.UK (www.gov.uk)
- Data protection in schools - Artificial intelligence (AI) and data protection in schools - Guidance - GOV.UK (www.gov.uk)
- Artificial Intelligence and Online Safety | SWGfL
- Using artificial intelligence (AI) safely | Internet Matters

6.2 Appropriate Filtering and Monitoring

- Oakley School meets the DfE Filtering and Monitoring Standards for Schools and Colleges, ensuring appropriate systems are in place to safeguard children online.

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

- When implementing appropriate filtering and monitoring, Oakley 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.

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

- Children and young people will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.

- Internet use will be supervised by staff as appropriate to children and young people' age, stage, ability and potential risk of harm.

- Oakley School's education broadband connectivity is provided through Daisy and uses Lightspeed and Fortinet as a filter to protect children and young people from accessing harmful content.

- The filtering provider, Lightspeed, is a member of Internet Watch Foundation (IWF).

- Lightspeed has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)

- Lightspeed is blocking access to illegal content including child sexual abuse material (CSAM).

- Lightspeed blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.

- We work with Fortinet and Lightspeed, our IT service providers and staff to ensure that our filtering policy is continually reviewed to reflect our needs and requirements.

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

- We have two levels of filtering; network and device. A Fortinet filter appliance sits in-line with the Internet connection and is supplied and managed by our IT support providers. This filters all incoming and outgoing traffic to/from the internal network/Internet.
- In addition, we have a local device-based agent from Lightspeed installed on all school-owned Windows machines which performs filtering using the same policy sets when the device is used outside of the school network.
- VOCAs are provided by the Communication Assistive Technology Service (CAT Team). VOCAs are used as a communication device and when in school are connected to the school broadband. Parents/Carers are advised to keep their child safe by not loading photographs onto the devices and to use the devices for communication only. The CAT team will monitor the devices twice a year.
- The school-owned iPads are only filtered when onsite. They must not be taken home by students.
- Staff who have school-owned mobile phones are subject to content filtering when using the school Wi-Fi.
- The Lightspeed system allows us to identify device names, logged in users and dates/time of all website access. The logs allow us to identify whether access requests were allowed or blocked and if blocked under which category.
- Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school broadband connection. The only devices which are currently unfiltered are the iPads and mobile phones when used off-site. None of these are used by children and young people.

6.3 Responsibilities

- Our Governing Body has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.

- Sophie Tillman-Harries, a member of the senior leadership team, and Lizzie Bentley Bowers, governor, are responsible for ensuring that our school/college has met the DfE Filtering and monitoring standards for schools and colleges.

- Our senior leadership team are responsible for
  - procuring filtering and monitoring systems.
  - documenting decisions on what is blocked or allowed and why.
  - reviewing the effectiveness of our provision.
  - overseeing reports.
  - ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
  - ensuring the DSL and IT service have sufficient time and support to manage their filtering and monitoring responsibilities.

- The DSL has lead responsibility for overseeing and acting on:
  - any filtering and monitoring reports.
  - any child protection or safeguarding concerns identified.

- checks to filtering and monitoring system.

- The IT service have technical responsibility for:
  - maintaining filtering and monitoring systems.
  - providing filtering and monitoring reports.
  - completing technical actions identified following any concerns or checks to systems.
  - working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.

- All members of staff are provided with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of our induction process, and in our child protection staff training.

- All staff, children and young people and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

6.4 Decision making and reviewing our filtering and monitoring provision

- When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSL and the IT service. Decisions have been recorded and informed by an approach which ensures our systems meet our school's specific needs and circumstances, including but not limited to our children and young people' risk profile and specific technology use.

- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and, where appropriate, with consent from the leadership team; all changes to the filtering policy are logged and recorded.

- Our school undertakes an annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community.

- In addition, Oakley undertakes regular checks on our filtering and monitoring systems, which are logged and recorded, to ensure our approaches are effective and can provide assurance to the governing body that we are meeting our safeguarding obligations. These checks are achieved by:

    - Termly monitoring checks carried out by DSL and IT technician and reported to Leadership Team and Governors. This will entail logging into a device with a student account and reviewing what content is available to them.
    - Weekly report generated from LightSpeed.
    - Termly check in between DSL and IT technician so the IT technician can report on filtering and monitoring reports run by Smoothwall.
    - IT technician will flag up any immediate concerns to the DSL if and when they arise.
    - DSL will follow usual procedures for managing concerns.

6.5 Appropriate filtering

- Oakley School's education broadband connectivity is provided through the Kent Public Service Network (KPSN) and uses Smoothwall as a filter to protect children and young people from accessing harmful content.
    - The filtering provider, Smoothwall, is a member of Internet Watch Foundation (IWF).
    - Smoothwall has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
    - Smoothwall is blocking access to illegal content including child sexual abuse material (CSAM).
    - Smoothwall blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.

- We filter internet use on all school owned, or provided, internet enabled devices and networks. This is achieved by:
    - We have two levels of filtering; network and device. A Smoothwall filter appliance sits in-line with the Internet connection and is provided and managed by the KPSN. This filters all incoming and outgoing traffic to/from the internal network/Internet.
    - In addition, we have a local device-based agent installed on all school-owned Windows machines which performs filtering using the same policy sets when the device is used outside of the school network.
    - VOCAs are provided by the Communication Assistive Technology Service (CAT Team). VOCAs are used as a communication device and when in school are connected to the school broadband. Parents/Carers are advised to keep their child safe by not loading photographs onto the devices and to use the devices for communication only. The CAT team will monitor the devices twice a year.
    - The school-owned iPads are only filtered when onsite. They must not be taken home by students.
    - Staff who have school-owned mobile phones are subject to content filtering when using the school Wi-Fi. A review is being undertaken to determine whether these devices should be filtered at all times. This is being conducted as part of a project to investigate alternative Internet providers.
    - The Smoothwall system allows us to identify device names, logged in users and dates/time of all website access. The logs allow us to identify whether access requests were allowed or blocked and if blocked under which category.

- Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school broadband connection. The only devices which are currently unfiltered are the iPads and mobile phones when used off-site. None of these are used by children and young people.

- We work with KPSN/Smoothwall, our IT service providers and staff to ensure that our filtering policy is continually reviewed to reflect our needs and requirements.

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

    - Children and young people should be taught to turn the screen off/close the lid on the laptop and tell a member of staff immediately.

- Staff should consider the seriousness of the breach and if there is safeguarding concern, this should be reported using the schools' safeguarding procedure.
- If any additional information is required, please contact IT support who can review the log files as necessary.

- Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies, including our child protection, acceptable use, allegations against staff and pupil behaviour and wellbeing policies.

- Parents/carers will be informed of filtering breaches involving their child.

- Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies, including but not limited to the Internet Watch Foundation (where there are concerns about child sexual abuse material), Kent Police, NCA-CEOP or Kent Integrated Children's Services via the Kent Integrated Children's Services Portal.

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

- Members of staff can request blocked websites be unblocked if required. These sites will undergo vetting by the IT team to determine whether they are appropriate. If there is any ambiguity this will be escalated to the safeguarding team for a final decision.

6.6 Appropriate monitoring

- We will appropriately monitor internet use on all school provided devices and networks. This is achieved by:
    - Staff will monitor children and young people' use of the internet and report any concerns to a DSL.
    - DSL and IT technician will carry out termly monitoring checks and report to the Leadership Team and Governors.
    - Visitors to the school will be subject to the same filtering and monitoring systems as used by staff and children and young people when accessing the school's broadband.
- All users will be informed that use of our devices and networks can and will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation.

- If a concern is identified via our monitoring approaches:
    - Where the concern relates to children and young people, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour and wellbeing policies.
    - Where the concern relates to staff, it will be reported to the headteacher (or chair of governors if the concern relates to the headteacher), in line with this policy.

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

6.7 Information Security and Access Management

- Oakley 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 online safety policy.

- Oakley School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

- Sophie Tillman-Harrie (a member of the senior leadership team) and Lizzie Bentley Bowers (Governor) are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

- Oakley School meets the DfE's Cyber Security Standards for schools and colleges. The school uses Smoothwall and LightSpeed filtering and monitoring systems to ensure secure and safe digital environments.

6.8 Remote/Online Learning

- Oakley School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance.

- All communication with children and young people and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems e.g. Microsoft Teams and Class Dojo
    - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

    - Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Oakley School's education broadband connectivity is provided through the Kent Public Service Network (KPSN) and uses Smoothwall as a filter to protect children and young people from accessing harmful content.
        - The filtering provider, Smoothwall, is a member of Internet Watch Foundation (IWF).
        - Smoothwall has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
        - Smoothwall is blocking access to illegal content including child sexual abuse material (CSAM).
        - Smoothwall blocks access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content which promotes discrimination or extremism, drugs/substance misuse, malware/hacking, gambling, piracy and copyright theft, pro-self-harm, eating disorder and/or suicide content, pornographic content and violent material.

    - We filter internet use on all school owned, or provided, internet enabled devices and networks. This is achieved by:
        - We have two levels of filtering; network and device. A Smoothwall filter appliance sits in-line with the Internet connection and is provided and managed by the KPSN. This filters all incoming and outgoing traffic to/from the internal network/Internet.
        - In addition, we have a local device-based agent installed on all school-owned Windows machines which performs filtering using the same policy sets when the device is used outside of the school network.
        - VOCAs are provided by the Communication Assistive Technology Service (CAT Team). VOCAs are used as a communication device and when in school are connected to the school broadband. Parents/Carers are advised to keep their child safe by not loading photographs onto the devices and to use the devices for communication only. The CAT team will monitor the devices twice a year.
        - The school-owned iPads are only filtered when onsite. They must not be taken home by students.
        - Staff who have school-owned mobile phones are subject to content filtering when using the school wifi. A review is being undertaken to determine whether these devices should be filtered at all times. This is being conducted as part of a project to investigate alternative Internet providers.
        - The Smoothwall system allows us to identify device names, logged in users and dates/time of all website access. The logs allow us to identify whether access requests were allowed or blocked and if blocked under which category.

    - Our filtering system is operational, up to date and is applied to all users, including guest accounts, all school owned devices and networks, and all devices using the school broadband connection. The only devices which are currently unfiltered are the iPads and mobile phones when used off-site. None of these are used by children and young people.

- We work with KPSN/Smoothwall, our IT service providers and staff to ensure that our filtering policy is continually reviewed to reflect our needs and requirements

- Staff, children and young people will be encouraged to report issues experienced at home and concerns will be responded to in line with our Child Protection and Remote Learning Policy.

- When delivering remote learning, staff will follow our Remote Learning Policy.

- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Oakley School will continue to be clear who from the school their child is going to be interacting with online.

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

6.9 Online Safety Training for Staff

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

- Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. See Section 7 for more information.

6.10 Educating children and young people

- Oakley School will ensure a comprehensive whole school curriculum response is in place to enable all children and young people to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. See Section 9 for more information.

6.11 Working with parents/carers

- Oakley School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by: information on website, parent workshop, Online Safety Policy and at Parents' Evening.

- Parents and carers can find out about and understand what systems are used to filter and monitor their children's online use at school, what their children are being asked to do online by reading the Online Safety Policy or by speaking directly to the class teacher.

- Oakley School is made aware of any potentially harmful risks, challenges and or hoaxes circulating online, nationally or locally and will respond in line with the DfE 'Harmful online challenges and online hoaxes guidance to ensure we adopt a proportional and helpful response.

7 Staff Engagement and Expectations:

7.1 Staff awareness, induction and training

- All members of staff have read Part 1 of Keeping Children Safe in Education 2025 and had training via Hays Online Training that they completed by September 3rd 2025 or as part of their induction if they join mid-way through the academic year.

- School Leaders including the DSL will read KCSIE in its entirety.

- School Leaders and all members of staff who work directly with children will read Annex B.

- All members of staff will have received a certificate from Hays Online to show that they have understood Keeping Children Safe in Education 2025.

- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training from an Oakley DSL to ensure they are aware of the school internal safeguarding processes, as part of their induction. This training is regularly updated and in line with advice from safeguarding partners.

- All governors complete Hays Online training annually and receive training from lead DSL in FGB. This training equips them with the knowledge to provide strategic challenge to test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. The training is updated annually.

- The DSL and headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

- All members of staff (including agency and third party) will receive Hays Online Training and face to face training from lead DSL annually to ensure that they are aware of safeguarding issues.

- Online Safety training for staff is integrated into the whole school safeguarding approach, wider training and curriculum planning.

- In addition to child protection training, all staff will receive regular safeguarding and child protection updates, during site briefings (at least termly) to provide them with relevant skills, and knowledge to safeguard children effectively.

- Oakley School recognises the expertise staff build by undertraining safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape the school safeguarding arrangements in staff meetings.

7.2 Safer Working Practice

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

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school Staff Code of Conduct.

- The DSL will ensure that all staff (including contractors) and volunteers are aware of the school's expectations regarding safe and professional practice via the Staff Code of Conduct**.**

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

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including Staff Code of Conduct.

7.3 Supervision and Support

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

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS).

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure hy improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The DSL will also put staff in touch with outside agencies for professional support if they wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

The DSL and Deputies engage in termly supervision with Cath Irving, Safeguarding Consultant.

8 Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks.

- Oakley School is committed to develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our children and young people and staff.

- Oakley School will follow relevant guidance in Keeping Children Safe in Education 2025 (Part 3 'safer recruitment') and from the Disclosure and Barring Service (DBS).

- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

- Oakley School maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The Governing Body and Leadership Team will ensure that at least one of the people who conducts an interview has completed safer recruitment training.

- Oakley School are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

- When the school organises work experience placements, we will follow the advice and guidance as identified in Part 3 of KCSIE 2025 and continue to be responsible for the safeguarding of that child. Oakley School will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that the appropriate safeguarding checks have been carried out on individual working at the establishment.

8.2 Allegations/ Concerns raised in relation to staff, including supply teachers, volunteers and contractors.

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part 4 KCSIE 2025) and the local Kent allegations arrangements. In depth information can be found within our Staff Code of Conduct available from the School Business Manager.

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part 4 KCSIE) and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

- Where the Headteacher 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 Safeguarding Service.

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

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

8.3 Concerns that meet the 'harm threshold'.

- Oakley School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and their party staff (including agency staff) and visitors to behave in a way that would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school. This includes when someone has:

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

- Allegations against staff which meet this threshold will be referred immediately to the headteacher 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 headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

8.4 Concerns that do not meet the 'harm threshold'

- Oakley School may also need to act in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our Staff Code of Conduct

- Oakley School has an open and transparent culture in which all concerns about all adults working in or on behalf of Oakley are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adult working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our values

- A 'low level' concern does not mean that it is insignificant; a low level concern is any concern that an adult working in or on behalf of the school may have acted in a way this is inconsistent with our 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.

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

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

- Low level concerns should be shared confidentiality in line with our Staff Code of Conduct. All low level concerns are shared with a DSL or with the Headteacher. The concern will be raised with the Headteacher and discussed in the weekly staffing meeting. The ultimate decision of how to respond rests with the Headteacher.

- Low level concerns will be recorded in writing and reviewed 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. Records will be kept confidential and will be held securely and retained in compliance with the Data Protection Act 2018 and the UK General data Protection Regulation (UK GDPR) and other relevant policies and procedures.

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

8.5 Safe Culture

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

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

- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school/college safeguarding regime. The leadership team at Oakley School will takes all concerns or allegations received seriously.

- All members of staff are made aware of the school's Whistleblowing Policy. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

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

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

- If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and Oakley School.

9 Opportunities to Teach Safeguarding

- Oakley School will ensure that children are taught about safeguarding, including online safety as part of the Creative Curriculum. This will include covering relevant issues through RSE and PSHE lessons.

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

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that children and young people have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

- Oakley School recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole school approach which prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sex violence/harassment.

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

- Oakley School recognises that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse and children's individual needs.

- Our school systems support children and young people to communicate with a range of staff using a Total Communication Approach. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

10 Physical Safety

10.1 Use of Reasonable Force

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our Pupil Engagement, Behaviour and Wellbeing Policy and is in line with the DfE Use of Reasonable Force in Schools Guidance.

10.2 The Use of School Premises by other Organisations

- Where services or activities are provided separately by another body (such as Early Help and This is Us) using the school premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

- If this assurance is not achieved, then an application to use premises will be refused.

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

10.3 Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. (Blue Lanyards for Staff, Green Lanyards for Agency Staff whose DBS have been checked and Red Lanyards for all visitors who should be escorted when in the school environment).

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

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

- Everyone is required to sign in and out when entering and leaving the school building.

- All rooms that are not being used will be locked.

- There are electronic swipe doors from Reception in Tonbridge and Tunbridge Wells, allowing only staff and visitors who are allocated swipe passes to access the main school.

- All classes, therapists, admin team, site team and leadership team carry radios to pass urgent messages.

11 Local Contacts

All members of staff in Oakley School are made aware of local support available

LADO Education Safeguarding Advisory Service
Please use the LESAS enquiry form for all enquiries: **LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form**
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**.

Integrated Children's Services
If you are worried about the safety of a child or young person:

- **Kent Children's Portal:** Complete a request for support form online.
- **Kent Safeguarding Children Multi-Agency Partnership:** Call 03000 41 91 91.
- **Out of Hours:** If it's outside working hours, call 03000 41 91 91.
- **Email for advice:** You can email social.services@kent.gov.uk for help.
- **Email the Front Door:** If you can't use the portal, email Frontdoor@kent.gov.uk for guidance.

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

Kent Safeguarding Children Multi-Agency Partnership (KSCMP)

- **Phone:** 03000 41 11 11
- **Online:** Visit the KSCMP website to complete the form.
- **Email:** social.services@kent.gov.uk

Adult Safeguarding

- **Phone (Daytime):** 03000 41 61 61
- **Phone (Out of Hours/Emergencies):** 03000 41 91 91
- **Email:** social.services@kent.gov.uk
- **Online:** Visit the Kent County Council website and complete their online form.

Early Help

- **Phone:** 03000 41 62 00
- **Email:** sstwearlyhelp@kent.gov.uk or tunbridgewellscc@kent.gov.uk

Appendix 1: Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

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

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for children and young people

- 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/

Children with Family Members in Prison

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

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-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 Phoneline: https://respectphoneline.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 Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- Multi-agency practice principles for responding to child exploitation and extra-familial harm: https://tce.researchinpractice.org.uk/

Honour Based Abuse

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

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

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

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

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- 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

Mental Health

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