



West Heath School

Child & Adult Protection Policy

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

Approved by:	The Full Board of Trustees	Date: November 2025
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Lead Person	Designated Safeguarding Lead	
Policy Audience:	Staff/ Volunteers/ Trustees/ Contractors/ Parents/ Students/Stakeholders	

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

Key Contacts

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Important Notes:

- **Emergency Contact:** For any urgent welfare concerns, act immediately and speak with a member of the DSL team.
- **Team Email:** The Principal can also be reached via the general team address: **safeguarding-team@westheathschool.com**.
- **Out of Hours:** If support is required outside of school hours, contact the **Out of Hours Service** at 03000 41 91 91.

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What to do if you have a welfare concern in West Heath School

Why are you concerned?

For example

- Something a child has said, for example, an allegation of harm
- Child's appearance; may include frequent or unexplained injuries/ marks/bruises and/or dress
- Behaviour change(s)
- Witnessed concerning, harmful or inappropriate behaviour

Act immediately and speak with a member of the DSL team.

Follow the school procedure (report on CPOMS)

- Reassure the child
- Clarify concerns, using open questions if necessary (**TED: Tell, Explain, Describe**)
- Use child's own words and record facts, not opinions.
- Sign and date your records
- Seek support for yourself if required from DSL (Helen Wix Head of Safeguarding) or Deputy DSLs

Inform the Designated Safeguarding Lead or a member of the Safeguarding Team:

See Safeguarding Poster or Helen Wix Head of Safeguarding EXT:263

- 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](#).
- If the school/college believes a child may be in need of support but are unclear whether to refer, a no-named consultation can be sought from the Front Door Service via 03000 411 111
- If support is required out of working hours, the school/college will contact the Out of Hours Service via 03000 41 91 91.

If you are unhappy with the response

Staff:

- Follow local authority/safeguarding partnership escalation procedures.
- Follow whistleblowing procedures.

Learner Or Parents:

- Follow school complaints procedures ([here](#))

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

Monitor

Be clear about:

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

Review and request further support if necessary

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

1. Child Focused Approach to Safeguarding

1.1 Introduction

- West Heath School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's responsibility** and everyone has a role to play. All members of our community (school staff, volunteers, trustees, leaders, parents/carers, wider family networks, and students) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.
- West Heath School believe that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection. This policy applies to all children, including those living with birth parents or extended family, those in kinship care, adopted children, looked after children, previously looked after children and care leavers. Where there are safeguarding concerns relating to pregnancy, staff will also consider the help, support and protection needs of unborn children
- In alignment with Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children, West Heath School maintains a child-centred, multi-agency approach to safeguarding and promoting the welfare of all students. Given that our students reside across 22 different local authority areas, we prioritise proactive and seamless partnership with all relevant safeguarding partners to manage the complexities of information sharing and risk assessment. However, we recognise the practical and jurisdictional boundaries of our role; it is unrealistic for school staff to act as the Lead Professional (or Family Help Lead Practitioner) for students residing outside of our host local authority area. For these pupils, West Heath School remains a dedicated and active safeguarding partner, contributing specialist SEMH expertise to multi-agency assessments and plans, while the student's home authority retains the statutory responsibility for designating a Lead Professional to coordinate multi-agency interventions and services
- Staff working with children at West Heath School will maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy applies where there are any child protection concerns regarding children who attend the school but may also apply to other children connected to the school, for example, siblings, younger members of staff (under 18) or children on student/work placements
- West Heath School recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- West Heath School are committed to creating and maintaining an inclusive, anti-discriminatory safeguarding culture. Staff are expected to recognise and challenge racism, discrimination and prejudice, and to consider how these experiences may affect children's safety, welfare and access to support

- West Heath School recognises the need for a trauma-informed approach to safeguarding, considering the root causes and possible underlying trauma behind children's behaviour.
- Our core safeguarding principles are:
 - **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support:** adopt a child centred approach and provide support for all students, parents/carers and staff, and where appropriate, implement specific interventions 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.

1.2 Policy context

- The procedures contained in this policy apply to all staff, including Trustees, temporary or third-party agency staff and volunteers, and are consistent with those outlined within ['Keeping Children Safe in Education'](#).
- 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 national and local guidance. This includes but is not limited to:
 - [Keeping Children Safe in Education](#) (KCSIE)
 - [Working Together to Safeguard Children](#) (WTSC)
 - Ofsted: Education Inspection Framework
 - Framework for the Assessment of Children in Need and their Families 2000
 - [Kent and Medway Safeguarding Children Procedures](#)
 - The Education Act 2002
 - 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 who are pupils at a school, or who are students under 18 years of age. Such arrangements will have regard to any guidance issued by the Secretary of State
- West Heath 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*.

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 as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home (from the wider community), including online
 - preventing impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
 - taking action to enable all children to have the best outcomes.
- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- We recognise that children may experience multiple and overlapping harms at the same time, including online harms, extra-familial harm and exploitation, and that safeguarding responses should take account of the full context of a child's lived experience.
- The 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
 - Group based exploitation
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or "Sexting"
 - Online safety
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
 - 'Upskirting'

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

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 as listed below:
 - Anti-bullying
 - Attendance
 - Promoting Positive Behaviour, including behaviour management and use of physical intervention
 - Positive Handling
 - Complaints
 - Data Protection
 - Grievance Policy
 - Disciplinary Policy
 - Emergency procedures such as evacuations and lockdowns
 - First Aid
 - Health and safety
 - Home Visiting
 - Online safety
 - Relationships and Sex Education, and Physical Health and Mental Wellbeing Policy
 - Risk assessments, such as school trips, use of technology
 - Safer Recruitment
 - Staff Code of Conduct, including Acceptable Use of Technology Policies (AUP)
 - Students Who Go Missing Procedure
 - Whistleblowing

1.5 Policy compliance, monitoring and review

- West Heath School will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and/or Annex A of KCSIE as appropriate.
- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website:
<https://westheathschool.com/policies-and-procedures>
- The policy forms part of our school development plan and will be reviewed annually by those who have responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead (DSL) and Principal will ensure regular reporting on safeguarding activity and systems to the Trustees. The Trustees will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and leadership

- The role of the safeguarding Trustee is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:
 - understanding the requirements of Keeping Children Safe in Education
 - supporting and challenging the DSL on the standards of safeguarding at the school
 - confirming that consistent and compliant safeguarding practice takes place across the school
 - reporting to the board of trustees about the standard of safeguarding in the school
- The Trustees and Senior Management team will promote an inclusive, anti-discriminatory safeguarding culture and will ensure systems, training and policy implementation support staff to identify, understand and challenge racism, discrimination and disproportionality in safeguarding practice.
- The Trustees and Senior Management Team (SMT) 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 Principal and DSL will ensure that our child protection and safeguarding policies and procedures adopted by the Trustees, are understood, and followed by all staff.
- The school has a nominated Trustee for safeguarding. The nominated Trustee will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.
- The DSL and the safeguarding Trustee meet every term to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

2.2 Designated Safeguarding Lead (DSL)

- The school has appointed Helen Wix a member of the Senior Management Team, 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) in 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 also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
- The DSL (and any deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.

- It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE. This includes but is not limited to:
 - Acting as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintaining a confidential recording system for safeguarding and child protection concerns.
 - Coordinating safeguarding action for individual children.
 - When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
 - Liaising with other agencies and professionals in line with KCSIE and WTSC.
 - Making and managing referrals to children's social care, the police, or other agencies
 - ensuring that school safeguarding responses are coordinated with wider multi-agency planning, including Early Help plans, child in need planning, child protection planning and care planning, where applicable.
 - Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
 - Managing and monitoring the school role in any multi-agency plan for a child.
 - Being 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 hours 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 the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
 - Liaising with the Principal 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 will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least 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 alert to any issues of concern in a child's life at home or elsewhere.
 - be aware of the indicators of abuse, neglect and exploitation 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 this can have upon a child.

- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - be prepared to identify children who may benefit from early help and understand the community-based and targeted Early Help process and their role in it.
 - understand the school safeguarding policies and systems.
 - undertake and engage in 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 our staff code of conduct/behaviour policy
 - act in line with the [Teachers' Standards](#) which state that teachers (including headteachers/Principals) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Staff at West Heath School recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.
 - Staff at West Heath School will 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.

2.4 Children

- Children have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, neglect and 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, including online.

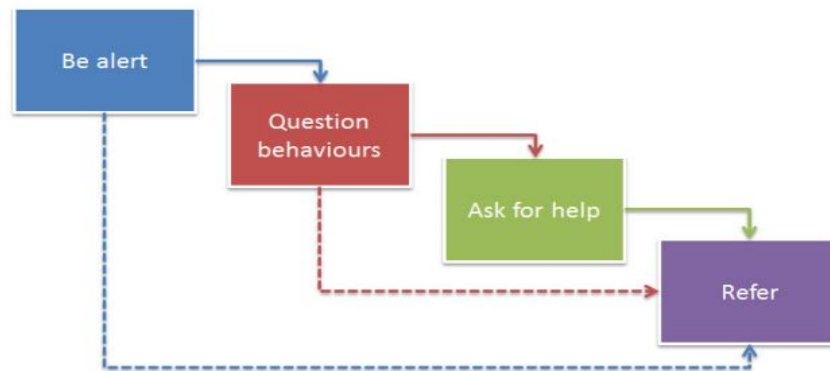
2.5 Parents and carers

- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant school policies and procedures.
 - Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm, including online.
 - Seek help and support from the 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 are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by ['Working Together to Safeguard Children'](#) and ['Keeping Children Safe in Education'](#).
- West Heath School recognise 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 of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow the ['What to do if you are worried a child is being abused'](#) guidance if they are concerned about a child:



['What to do if you are worried a child is being abused'](#)

- West Heath School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a child is being harmed, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- Parental behaviours can indicate child abuse, neglect or exploitation; staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- West Heath School recognises abuse, neglect, 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.
- 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 of School. 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.
- West Heath 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.
- West Heath School recognises that some children have additional or complex needs and may require access to 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 the school behaviour policy which is informed by the DfE [‘Searching, screening and confiscation at school’](#) guidance.
 - The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil/student was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the pupil/student who has been searched to assess the incident against any potential wider safeguarding concerns.
 - Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Responding to child protection concerns

- Where safeguarding concerns are identified, the child's lived experience, voice and views will remain central to our decision-making, assessment and planning.
- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to child, reflecting back the concern.
 - use the child's language.
 - 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.

- record the concern using the facts as the child presents them, in line with school record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.
- If staff have any concerns about a child's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). 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 school senior management 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 39. In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.
 - All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
 - The DSL, or a deputy DSL in the absence of the DSL will have 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.
 - **Approach for Students Residing in Kent (Families First model)**
 - For Kent residents, the school follows the Families First Partnership approach, which integrates Early Help and Section 17 (Child in Need) into a single, seamless Family Help offer.
 - Request for Support: Where a Kent student may benefit from help, the DSL or Deputy DSL will explore internal resources and submit a 'request for support' via Kent's Integrated Front Door.
 - Coordination: Support is typically coordinated by a Family Help Lead Practitioner (FHLP), ensuring families have a consistent point of contact.
 - Escalation: The DSL reviews Kent Family Help cases constantly, escalating concerns to the Integrated Front Door or Education Safeguarding Service if needs increase or situations do not improve.
 - **Approach for Students Residing in Other Local Authorities**
 - West Heath School works with 22 other local authorities and adheres to the specific safeguarding arrangements of each child's home area.
 - Local Protocols: For students living outside of Kent, the DSL (or deputy) makes requests for support or referrals following the threshold documents and local assessment protocols published by the safeguarding partnership where the child usually resides.

- Lead Agency: The safeguarding partnership in the area where the child is resident will normally take the lead in statutory reviews and practice.

- **Statutory Assessments and Immediate Protection**

- Regardless of residence, the school maintains its statutory duties under the Children Act 1989.
- Immediate Danger: If a child is in immediate danger or suffering significant harm (Section 47), a 'request for support' is made immediately to the resident Local Authority and/or the police.
- Multi-Agency Decision Making: Child protection concerns are never investigated as a single agency. In Kent, this involves collaboration with expert Multi-Agency Child Protection Teams (MACPTs).
- Professional Consultation: If the DSL is unclear on the referral level, they will seek guidance from a social worker via the relevant Front Door before deciding next steps.

- **Collective Responsibility and Information Sharing**

- Safeguarding is a shared responsibility; all staff are trained to identify indicators of need and harm.
- Proactive Sharing: Staff must be proactive in sharing information early and should not assume another professional will act.
- Collaboration: Staff are required to work with multi-disciplinary teams and other agencies in assessments to ensure the best outcomes for students

3.3 Child Protection Records

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding CPOMs system and allocated without delay to the DSL or appropriate Deputy DSL.
- 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. A body map will be completed if visible injuries to a child have been observed.
- Staff will consult with a DSL/Deputy DSLs before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL/Deputy DSLs.
- Our child protection records will include a clear and comprehensive summary of any concerns, details of concerns which were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Child protection records are kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records

relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

3.4 Transferring Child Protection Files

- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible; 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 leaving, for example, information that would allow the new school or college to continue to provide support.
- Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs), will be made aware of relevant information as required.
- Where a student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the student, and if so, if the files have been sent.

3.5 Multi-agency working

- West Heath School recognises the pivotal role we must play in multi-agency safeguarding arrangements and is committed to its responsibility to work within multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.
- The SMT, Trustees and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
- West Heath 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 Safeguarding Multi-Agency Children Partnership processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The School will allow access for Kent Children's Social Work Service and Social Services from any placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- Where a child is supported through Early Help/Family, child in need, child protection or care planning processes, the School will work with partner agencies to promote joined-up planning and avoid duplication, ensuring the child's educational needs, safety and lived experience are reflected.
- The Principal 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 promoting positive behaviour

policy, which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

3.6 Confidentiality and information sharing

- West Heath 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 and WTSC.
- West Heath School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.
whs.dataprotection@westheathschool.com
- All staff are made aware of the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures both confidentiality and safeguarding.
 - All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.
 - Staff are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
 - The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on schools and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
 - All staff will be provided with training and information to ensure they understand the relevant data protection principles which allow them to share and/or withhold personal information.
 - 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 Principal and DSL will disclose relevant safeguarding information about a student with staff on a 'need to know' basis.

3.7 Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, students and members of staff and visitors who wish to report concerns or complaints. This can be found on the website <https://westheathschool.com/policies-and-procedures>
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children and adults who have

experienced abuse in education 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 Senior Management Team at West Heath School will take all concerns and whistleblowing 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

- West Heath School is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part one, DSLs, school leaders and staff who work directly with children will read Annex B of KCSIE which contains important additional information about the following 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 West Heath School recognise that children can abuse 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.
- West Heath 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 two and five).
- West Heath 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 "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create 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 some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- West Heath 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 deputy) about any concerns regarding child-on-child abuse.
- We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children & young people feel safe and confident to share their concerns and worries.
- Using assemblies to outline acceptable and unacceptable behaviour.
- Using Self Science and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities.
- Ensuring that the school is well supervised, especially in areas where children & young people might be vulnerable.
- Regular focus/support groups including single sex, online safety, anti-bullying and LGBTQ+
- West Heath 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 within school will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying, and promoting positive behaviour policy. Students who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Concerns about students' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with students' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, promoting positive behaviour and child protection policies.
- All allegations of child-on-child abuse should be passed to the DSL or deputy DSL immediately who will ensure a thorough investigation and management of the allegation is undertaken as follows:
 - Gather information - children & young people and staff will be spoken with immediately to gather relevant information.
 - Decide on action - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.
 - Inform parents - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
 - Recorded – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

4.2 Sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, West Heath School will follow the guidance outlined in Part five of KCSIE.
- West Heath School recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of '**it could happen here.**' West Heath 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, regardless of how long it has taken them to come forward, 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 ever 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/procedures, for example anti-bullying, promoting positive behaviour, child protection.
- West Heath School recognises that the law is in place to protect children rather than criminalise them, and this will be explained in such a way to students that avoids alarming or distressing them.
- West Heath 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 deputy) is 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 five 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/national guidance and advice.
- Reports will initially be managed internally by the school and where necessary will be referred to the relevant [Integrated Children's Services](#) (Early Help and/or Children's Social Work Service) 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 Behavior 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.
 - that sexual violence and sexual harassment can take place within intimate personal relationships 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.
- The school will in most instances engage with both the victim's and alleged 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 is 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 protection 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 if a request for support is appropriate, advice may be sought from the Front Door Service.

4.3 Nude and/or semi-nude image sharing by children

- West Heath 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 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 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, the 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)

- West Heath School 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. Children may also experience exploitation alongside other forms of harm or abuse.
- West Heath School recognises that children can become trapped in CCE as perpetrators 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).
- West Heath 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-year-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 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 and the National Referral Mechanism (NRM)

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: [Modern slavery: how to identify and support victims](#).
- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will be responded to in line with this policy.

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) including abuse linked to faith or belief, 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.
- 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 fm@fcdo.gov.uk
- Whilst all staff will speak to the DSL (or deputy) if they have any about risk or suspected cases of 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.
 - It will be rare for teachers to see visual evidence, and they should not be examining students, 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](#).

- o 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 Childrens Services should be informed as appropriate.

4.8 Preventing radicalisation

- West Heath School recognises that children may be susceptible to extremist ideology and radicalisation.
- West Heath 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.
- It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection
- 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](#) (Prevent Duty training via Educare).
- 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 appropriate local procedures in regard to making a Prevent referral. If there is an immediate threat to safety, the police will be contacted via 999.
- Where a child is receiving support regarding concerns relating to preventing radicalisation, for example, through the ‘Channel’ programme, the DSL will consider if it would be appropriate to share any information if/when a child leaves to attend any new schools/colleges, so support can be put in place in place for when the child arrives

4.9 Cybercrime

- West Heath School recognises that children with particular skills and interests 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 a 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 children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Where there are concerns about ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection policy and other appropriate policies.

4.10 Domestic abuse

- West Heath 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 the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.
- As a Kent based school West Heath 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 within Kent 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 enable 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 relevant Local Authority 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 may be sought from the appropriate Local Authority or the [Operation Encompass](#) helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

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.

- The Principal is the senior mental health lead for West Heath School. All DSL and Deputy DSLs have received mental health first aid training.
- School 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.
- Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL, deputy DSL, Head of HEART & Therapies or the HEART Manager .

5. Supporting Children Potentially at Greater Risk of Harm

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

5.1 Safeguarding children/adults with Special Educational Needs or Disabilities (SEND)

- West Heath School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect or exploitation.
- West Heath School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse, neglect and 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 outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

5.2 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 Childrens 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, the school will hold more than one emergency contact number for each student, 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/college have concerns that a child has unexplainable and/or persistent absences from education and/or 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, Inclusion and Attendance Service \(PIAS\)](#).

5.3 Elective Home Education (EHE)

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, the placing Local Authority shall be contacted and a review meeting requested.
- 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.

5.4 Children who may benefit from Early Help

- Any child may benefit from early help. In line with Working Together to Safeguard Children, this may include support delivered through community-based approaches or via a joined-up multi-agency response.
- All staff should be particularly alert to the potential need for early help for a child who:
 - is unborn
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - is suffering from mental ill health
 - is a young carer
 - is bereaved
 - 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
 - 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
 - has returned home to their family from care
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.
 - is missing education, or persistently absent, or not in receipt of full-time education
- Where it is identified a child may need early help, staff and DSLs will respond in line with section 3 of this policy.

5.5 Children who need a social worker (child in need and 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 decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.6 Looked after children (including kinship care), previously looked after children and care leavers

- West Heath 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.
- Where safeguarding concerns arise for children who are looked after, previously looked after, in kinship care or leaving care, the school will ensure safeguarding action is considered alongside existing care planning and support arrangements.
- The school has appointed a 'Designated Teacher' who works with local authorities, including the Virtual School, to promote the educational achievement of registered pupils who are looked after or who have been previously looked after, including those in kinship care.
- The Designated Teacher will work 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 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.

5.7 Children who are privately fostered

- [Private fostering](#) occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.
- Where private fostering arrangements come to the attention of the school, for example, through the normal course of their interaction and promotion of learning activities with children, we must notify the appropriate Local Authority in order to allow the local authority to check the arrangement is suitable and safe for the child.

5.8 Children who are Lesbian, Gay, Bisexual, or Gender Questioning

- The fact that a child may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm, however, West Heath School recognises that children who are lesbian, gay, bisexual or gender questioning or are perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be targeted by other children or others within the wider community.
- When supporting a 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 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 to support any complex mental health and psychosocial needs and to manage the risk of bullying

- West Heath School recognises risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. lesbian, gay, bisexual or gender questioning education is included within our PSHE curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space that facilitates a culture where children can speak out or share any concerns.

6. Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. West Heath School will adopt a whole school approach to online safety which will empower, protect, and educate our students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- West Heath School will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- West Heath 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, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories..
 - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- West Heath School recognises that technology and the risks and harms related to it evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.
- The Principal will be informed of any online safety concerns by the DSL, as appropriate. The Head of Safeguarding will provide an Annual Safeguarding Report including information on online safety practices and incidents, including outcome.

6.1 Policies and procedures

- The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example Deputy DSL, IT technicians and curriculum leads as necessary.
- The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Online Safety Policy and Promoting Positive Behaviour Policy.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- West Heath School uses a wide range of technology. This includes: computers, laptops, tablets and other digital devices, the internet, our learning platform, 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.

- West Heath 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, plagiarism and cheating, and inaccurate, harmful and/or biased material, and additionally its use can pose moral, ethical and legal concerns.
 - Staff and students will be made aware of the benefits and risks of using AI tools
 - Staff are required to carry out a risk assessment and seek written approval from the senior management team prior to any use of AI in school.
 - West Heath School will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour and child protection.
 - Where the 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.

6.2 Appropriate filtering and monitoring on school devices and networks

- West Heath 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, West Heath 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 students; effective safeguarding practice, robust policies, appropriate classroom/behaviour management and regular education/training about safe and responsible use is essential and expected.
 - students will use appropriate search tools, apps and online resources as identified by staff,
 - Internet use will be supervised by staff as appropriate to students age, ability and potential risk of harm:
 - Every member of staff within a classroom setting will use NetSupport School. To monitor all student activity on school owned devices.

Responsibilities

- The Principal has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the SMT 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 safeguarding concerns when identified.

- Head of Safeguarding and members of the SMT and Safeguarding Trustee, are responsible for ensuring that our school has met the DfE [Filtering and monitoring standards](#) for schools and colleges.
- Our senior management 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 providers/staff 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 providers 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 SMT 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, students and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

Decision making and reviewing our filtering and monitoring provision

- 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. A meeting is scheduled with our provider to review current systems in May 2026. An annual review using the 360 degree safe Online Safety Self-Review Tool is undertaken at the beginning of the academic year.
- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and with approval from SMT; all changes to the filtering policy are logged and recorded.

- In addition, our school 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 Trustees that we are meeting our safeguarding obligations.
 - These checks are achieved by:
 - DSL and Deputy DSLs are all sent alerts via email via NetSupport DNA software, these are checked on a daily basis and actioned if necessary.

Appropriate filtering

- West Heath School's education broadband connectivity is provided through Talktalk business and West Heath School uses Sophos web filtering.
 - TalkTalk business is a member of Internet Watch Foundation (IWF).
 - Sophos web filtering has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
 - Sophos web filtering is blocking access to illegal content including child sexual abuse material (CSAM).
 - Sophos web filtering blocks school provided internet access to illegal content and activity as identified in the Online Safety Act, including:
 - Child Sexual Abuse Material (CSAM)
 - Controlling or coercive behaviour
 - Extreme sexual violence
 - Extreme pornography
 - Fraud
 - Racially or religiously aggravated public order offences
 - Inciting violence
 - Illegal immigration and people smuggling
 - Promoting or facilitating suicide
 - Intimate image abuse
 - Selling illegal drugs or weapons
 - Sexual exploitation
 - Terrorism
 - 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:
 - Sophos web filtering, in conjunction with NetSupport DNA. (with the exception of home used devices or devices used off site.)
- Our filtering system is operational, up to date and is applied to all users, all school owned devices and networks, and all devices using the school broadband connection.
- We work with TalkTalk Business and Sophos and our IT service providers/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 students or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to:
 - Report the concern immediately to a member of IT staff and Safeguarding Team where appropriate, report the URL of the site to technical staff/services.
- 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 and Behaviour 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/or leadership team.

Appropriate monitoring

- We will appropriately monitor the use of all school provided devices and networks to detect safeguarding risks in real or near-real time, including accessing or attempting to access, or engaging with or attempting to engage with illegal and/or harmful/inappropriate content or activity by any user. This is achieved by:
 - All school devices are monitored via NetSupport DNA software. This software emails notifications to the Safeguarding Team with any alerts. These are then dealt with appropriately and any safeguarding concerns will be reported as need and feedback provided.
 - No guest access to WIFI
 - Offsite staff devices accessing remote server are monitored via the same systems.
 - When students are accessing school owned devices offsite, guidance is provided to parents in relation to appropriate filtering and monitoring.
- All users will be informed that use of our devices and networks can/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 students, 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 policies.
 - Where the concern relates to staff, it will be reported to the Principal (or Chair of Trustees if the concern relates to the Principal), in line with our staff code of conduct.

- Parents/carers will be informed of safeguarding concerns involving their child identified through our monitoring approaches, unless to do so would put a child at risk of harm or compromise a criminal investigation.
- 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](#).

6.3 Information security and access management

- West Heath 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 students. Further information can be found in Acceptable Use Policy for the School Networks.
- The Head of Safeguarding and other members of the SMT, the Network Manager and the Safeguarding Trustee, are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

6.4 Remote/Online learning

- West Heath 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 students and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems: Satchel One show my homework.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and students will engage with remote teaching and learning in line with existing behaviour principles as set out in our school promoting positive behaviour policy/code of conduct, Acceptable Use Policies, Home Visiting Policy and our Remote Education Explained document.
- Staff and students will be encouraged to report issues experienced at home when participating in remote learning and concerns will be responded to in line with our child protection and other relevant policies.

6.5 Online Safety Training for Staff

- West Heath 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 child protection approach. See section 7 for more information.

6.6 Educating students

- West Heath School will ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. See section 9 for more information.

6.7 Working with parents/carers

- West Heath 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:
 - Keeping up to date and relevant information on the school website
 - Informing parents of any new information via newsletters, email bulletins
 - Providing support and guidance during parents evenings
- West Heath School will ensure parents and carers understand what systems are used to filter and monitor their children's online use at school, what their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child is going to be interacting with online. This is achieved by:
 - Providing information on our school website detailing our filtering and monitoring processes.
 - Acceptable use policy of the school networks, home/school agreements and through existing communication channels.
- Where the School is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we 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 been provided with a copy of part one or annex A of the current version of 'Keeping Children Safe in Education' which covers safeguarding information for staff.
 - School leaders, including the DSL will read KCSIE in its entirety.
 - Trustees will read part one and part two of the current version of KCSIE
 - School leaders and all members of staff who work directly with children will read annex B of KCSIE.
 - All members of staff and Trustees will sign to confirm that they have read and understood the national guidance shared with them. This information is collated by HR.
- It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.
- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to ensure they are aware of the school internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local safeguarding partners and explores the Kent and other Local Authority processes to follow. Ongoing training is provided during inset days.
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually during inset days, to ensure they are aware of a range of safeguarding issues and how to report concerns.
- Online safety training for staff will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. Training will be provided during inset days and targeted sessions with staff.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, via email, staff meetings, training sessions and school website.
- West Heath School recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies.
- All Trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated.
- The DSL and Principal will provide an annual report to the Trustees detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

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 Behaviour Policy/Code of Conduct.
- The DSL will ensure that all staff (including contractors) and volunteers are aware of the school expectations regarding safe and professional practice via the staff Code of Conduct
- All School Staff will be made aware of the Positive Handling Policy. 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; only staff that have received Team Teach training will be involved in any physical interventions.
- 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 the 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 provide appropriate 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 they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish, '[education support](#)'. Staff can also approach organisations such as their Union or other similar organisations directly.

8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- West Heath School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.
 - West Heath School will follow Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS)
 - The Trustees and SMT are responsible for ensuring that the school follows safe recruitment processes as outlined within the KCSIE guidance.
 - The Trustees will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, and warnings.
- Where the school places a student with an alternative provision provider, we continue to be responsible for the safeguarding of that student and will need to satisfy ourselves that the provider can meet the needs of the student.
 - West Heath School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff.

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 Part four of KCSIE and the [local Kent allegations arrangements, including discussions as necessary with the Local Authority Designated Officer \(LADO\)](#).
- Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.
- Where Principals are unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds', advice will be sought via the [Local Authority Designated Officer \(LADO\)](#) Enquiry Line and/or the Education Safeguarding Service.
- After resolving or concluding allegations or low-level concerns about staff, the Principal, along with the [LADO](#), if involved, will review the case to identify lessons learned and any possible improvements.
- 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 purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

8.2.1 Concerns that meet the 'harm threshold'

- West Heath School recognises that it is possible for any member of staff, (including volunteers, Trustees, contractors, agency and third-party staff, supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Allegations against staff which meet this threshold will be responded to and managed in line with Part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the Principal 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 Principal, staff are advised that allegations should be reported to the Chair of Trustees who will contact the LADO.
- If staff are concerned that appropriate safeguarding action is not being taken following an allegation against a colleague, they are advised to follow our whistleblowing process and/or to contact the LADO directly themselves.

8.2.2 Concerns that do not meet the 'harm threshold'

- West Heath School may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained within our Staff Code of Conduct – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.
 - West Heath School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
 - A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
 - Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.
- It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.
- Low-level concerns should be shared confidentially in line with our Low-Level Concerns Procedures/Staff Behaviour Policy/Code of Conduct to our Head of Safeguarding via email.

- Where low-level concerns are reported to the school, the Principal will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
 - The Principal will share concerns and liaise with the LADO enquiries officer via the [LADO Enquiry Line](#).
 - Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
 - If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
 - Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
 - Where a pattern is identified, the school will implement appropriate action, for example consulting with [the LADO enquiry line](#) and following our disciplinary procedures.

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 supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. SMT at West Heath School will take all concerns or allegations received seriously. Whistleblowing is an agenda item at all Trustee led Committee meetings, Online Safety/Anti-Bullying and DSL meetings.
- All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- 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.
- West Heath School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

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

9. Opportunities to Teach Safeguarding

- West Heath School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through PSHE and Self Science, Social Skills Lessons, Votes for Schools Lessons, and during the pastoral provision during tutor time.
- We recognise that School 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 bespoke personal development curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
- West Heath 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 students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. A series of deliverable educational sessions are available on the Virtual Learning Environment (VLE) for staff to support student on an individual basis.
- West Heath School has a clear set of values and standards, *The 4 Rs, Respect, Resilience, Responsibility and Relationships*. These are upheld and demonstrated throughout all aspects of school life which are underpinned by our promoting positive behaviour policy and pastoral support system. as well as by a planned programme of evidence based RSHE and PSHE 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.
- West Heath School recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse, neglect and exploitation and children with SEND.
- Our school systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate. Students are as able to attend School Council meetings to express their views
- West Heath School recognises the value of external organisations and/or speakers visiting to provide useful information or to help enrich children's education. However, West Heath School will always assess the suitability of external organisations or speakers before granting them access to students; this may include an assessment of the educational value, the age/ability appropriateness of content and whether relevant safeguarding checks will be required.

10. Physical Safety

10.1 Restrictive Interventions, including the Use of 'Reasonable Force'

- There may be circumstances when it is necessary for school staff to use restrictive interventions to safeguard children and others from harm.
- 'Restrictive interventions' is an umbrella term that refers to any action, planned or reactive, that limits a pupil's movement, liberty or freedom. This includes, but is not limited to:
 - the use of reasonable force.
 - physical restraint.
 - non force restrictive practices.
 - seclusion, where a pupil is prevented from leaving a space for safety reasons.
- The school is committed to minimising the need for restrictive interventions through positive behaviour support, early intervention and de-escalation strategies. Restrictive interventions will only be used when necessary, never as a punishment, and only where there is a real risk of harm.
- Any use of reasonable force will be lawful, necessary and proportionate, the minimum required to manage the situation and used for the shortest possible time.
- Particular care will be taken when supporting pupils with Special Educational Needs and/or Disabilities (SEND) or other vulnerabilities, recognising that these pupils may be disproportionately affected. Reasonable adjustments and preventative approaches will be considered where appropriate.
- This approach is informed by the Department for Education guidance [Restrictive interventions, including the use of reasonable force in schools](#), which is effective from April 2026.
- In line with statutory guidance, all significant incidents involving restrictive interventions (including the use of reasonable force, restraint or seclusion) will be recorded in writing as soon as practicable and reported to parents/carers as soon as practicable, unless doing so would place a child at risk of harm or compromise a safeguarding or criminal investigation.
- Records will be reviewed by school leaders and Trustees to support safeguarding oversight, identify patterns and inform staff training.
- Further detail regarding behaviour management, de-escalation strategies, staff training and physical intervention can be found in the Behaviour Policy.

10.2 The use of school premises by other organisations

- Where our school facilities or premises are rented/hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.
 - Where those services or activities are provided under the direct supervision or management of our school staff, our existing arrangements for child protection, including this policy, will apply.
 - Where services or activities are provided separately by another body using the school facilities/premises, the Principal or DSL will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. If this assurance is not achieved, an application to use premises will be refused. All external bookings are overseen by the school Health and Safety Officer.

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

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. Visitors are asked to sign in at the school reception where there is a safeguarding statement displayed to make clear the school's expectations and a badge issued, which has a photograph and confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. If Students are unsure of someone's identity, they should inform a member of staff immediately.
- 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.

11. Local Support

- All members of staff in West Heath School are made aware of local support available.
- **Kent Integrated Children's Services; Children's Social Work Services and Early Help Intensive Support**
 - [Kent Integrated Children's Services Portal](#) – select 'urgent' if there is an immediate risk/concern
 - Front Door Service No Name Consultation: 03000 411111
 - Out of Hours Number: 03000 419191
 - Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance
- **Local Early Help and Preventative Services and Family Hubs**
 - [Early Help and Preventative Services - KELS](#)
 - [Early Help contacts - KELS](#)
 - [Kent Family Hubs - Kent County Council](#)
 - [Other Local Authority links](#)
- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - www.kscmp.org.uk
 - 03000 421126 or kscmp@kent.gov.uk
- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
- **Kent LADO Education Safeguarding Advisory Service (LESAS)**
 - [Local Authority Designated Officer \(LADO\) - Kent Safeguarding Children Multi-Agency Partnership](#)
 - To refer to the LADO following an allegation being made against a member of staff, complete a referral on the [Kent Integrated Children's Services Portal](#).
 - To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the [LESAS enquiry form](#).

Appendix 1: Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Abuse can be carried out both on and offline and be perpetrated by men, women, and children. .

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

Signs that MAY INDICATE Sexual Abuse

- 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, for example, 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

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

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)

- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away

- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support Organisations

KSCMP

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

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

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

Support for pupils/students

- 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
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Support for Adults

- KCC Adult Safeguarding: www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding
- Kent and Medway Safeguarding Adults Board: <https://kmsab.org.uk/>
- 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 Special Education Needs and Disabilities

- Respond: www.respond.org.uk

- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>
- Kent Autistic Trust: www.kentautistictrust.org/
- AFASIC: www.afasic.org.uk/
- National Autistic Society: www.autism.org.uk/
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Portage: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-children-under-5/portage-supporting-pre-school-children-with-send
- Information Advice and Support Kent (IASK): www.iask.org.uk/

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/
- Prisoners' Families Helpline - <https://www.prisonersfamilies.org/>

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

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

Criminal and Sexual Exploitation

- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: <https://kentandmedwayvru.co.uk/>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrensociety.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/>
- The Children's Society: www.childrensociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

So-called Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>

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

Radicalisation and hate

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

Child-on-Child abuse, including 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
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Online Safety

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

Mental Health

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

- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: <https://mindedforfamilies.org.uk/>
- Children and Young People's Therapeutic Support Service (TSS):
<https://salusgroup.org.uk/support-service/kent-therapeutic-support-service/>