



SUTTON VALENCE SCHOOL
SINCE 1576

Sutton Valence School

Safeguarding 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.

Date written: August 2026

Date of last update: August 2026

Date agreed and ratified by Governing body: September 2026

Date of next full review: August 2027

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

Key Contacts

School Phase	Role	Name	Contact information
Prep School (including Nursery)	Head of Prep School	Mr Mark Scholey	scholeym@svs.org.uk
	Designated Safeguarding Lead (DSL)	Mr James Watkins	watkinsj@svs.org.uk 01622 845 812
	Deputy Designated Safeguarding Leads	Ms Sandra Champanhet	champanhets@svs.org.uk
		Mrs Els Foster	fostere@svs.org.uk
		Mrs Chloe Dorban-Hall	dorban-hallc@svs.org.uk
		Mrs Melissa Dallamore	dallamore@svs.org.uk

		Mrs Molly Braddick	braddickm@svs.org.uk
		Mrs Carla Glover	gloverc@svs.org.uk
		Mrs Molly Mills	millsm@svs.org.uk
		Mrs Zoe Gransbury	gransburyz@svs.org.uk
Senior School	Head of Senior School	Mr David Sansom	sansomd@svs.org.uk
	Designated Safeguarding Lead (DSL)	Ms Lauren Austen	austenl@svs.org.uk 01622 845247
	Deputy Designated Safeguarding Leads	Mr William Walker	walkerw@svs.org.uk
		Mrs Maja Trachonitis	trachonitism@svs.org.uk
		Mr Steven Head	heads@svs.org.uk
		Mrs Sophie De Castro	Decastros@svs.org.uk
		Mr Mark Howell	Howellm@svs.org.uk 01622 845200
Whole School	Headmaster	Mr James Thomas	thomasj@svs.org.uk 01622 845203
	Safeguarding Governors	Dr Rachel Densham	DenshamR@svs.org.uk
		Dr Michael Heber	HeberM@svs.org.uk
Whole School	Chair of Governors	Mrs Frances Brownhill	BrownhillF@svs.org.uk

Contents

Safeguarding Policy	1
Contents	3
1. Child Focused Approach to Safeguarding	7
1.1 Introduction.....	7
1.2 Policy context	7
1.3 Definition of safeguarding	8
1.4 Related safeguarding policies	9
1.5 Policy compliance, monitoring and review.....	10
2. Key Responsibilities.....	10
2.1 Governance and leadership.....	10
2.2 Designated Safeguarding Lead (DSLs)	11
2.3 Members of staff.....	12
2.4 Children.....	13
2.5 Parents and carers	13
3. Child Protection Procedures.....	13
3.1 Recognising indicators of abuse, neglect and exploitation	13
3.2 Responding to child protection concerns.....	15
3.3 Child Protection Records.....	17
3.4 Transferring Child Protection Files	17
3.5 Multi-agency working.....	18
3.6 Confidentiality and information sharing	19
3.7 Complaints.....	19
4. Specific Safeguarding Issues	20
4.1 Child-on-child abuse	20
4.2 Sexual violence and sexual harassment.....	21
4.3 Nude and/or semi-nude image sharing by children	23
4.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	24
4.5 Serious violence	24
4.6 Modern Slavery and the National Referral Mechanism (NRM)	25
4.7 So-called Honour Based Abuse (HBA)	25
4.8 Preventing radicalisation.....	25
4.9 Cybercrime.....	26
4.10 Domestic abuse	26
4.11 Mental health.....	27
5. Supporting Children Potentially at Greater Risk of Harm	28
5.1 Safeguarding children with Special Educational Needs, Disabilities (SEND) and Medical Conditions.....	28
5.2 Children requiring mental health support	28

5.3 Children who are absent from education	29
5.4 Children attending alternative provision	29
5.5 Elective Home Education (EHE)	30
5.6 Children who may benefit from early help or Family Help	30
5.7 Children who need a social worker (child in need and child protection plans)	31
5.8 Looked after children (including kinship care), previously looked after children and care leavers 31	
5.9 Children who are privately fostered.....	31
5.10 Children who are Lesbian, Gay, Bisexual, or Gender Questioning	31
5.11 Children in boarding and residential accommodation.....	32
5.12 Young Carers	32
5.13 Homelessness and temporary accommodation	33
6. Online Safety.....	33
• All school owned devices and systems will be used in accordance with relevant policies.	34
6.1 Generative Artificial Intelligence (AI)	34
6.2 Mobile and Smart Technology	35
6.3 Appropriate filtering and monitoring on school/college devices and networks.....	35
6.3.1 Responsibilities.....	35
6.3.2 Decision making and reviewing our filtering and monitoring provision	36
6.3.3 Appropriate filtering.....	37
6.3.4 Appropriate monitoring	38
6.4 Information security and access management.....	39
6.5 Remote/Online learning	39
6.6 Online Safety Training for Staff.....	39
6.7 Educating pupils/students.....	39
6.8 Working with parents/carers	40
7. Staff Engagement and Expectations	40
7.1 Staff awareness, induction and training.....	40
7.2 Safer working practice.....	41
7.3 Supervision and support	41
8. Safer Recruitment and Allegations Against Staff.....	42
8.1 Safer recruitment and safeguarding checks	42
8.2 Allegations/concerns raised in relation to staff, including supply teachers, trainee teachers, volunteers and contractors.....	43
8.2.1 Concerns that meet the 'harm threshold'	43
8.2.2 Concerns that do not meet the 'harm threshold'	44
8.3 Safe Culture.....	44
9. Opportunities to Teach Safeguarding	45
10. Physical Safety	46
10 Safeguarding in sport	46

10.1 Use of ‘reasonable force’	46
10.2 The use of school/college premises by other organisations	46
10.3 Site security.....	47
11. Local Support.....	47
Appendix 1: Categories of Abuse.....	49
Appendix 2: Support Organisations and Resources.....	52

What to do if you have a welfare concern about a child in Sutton Valence 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 record your concerns: If urgent, speak to a DSLs first

Follow the Sutton Valence School procedure outlined below

- Reassure the child
- Clarify any concerns using open questions, if necessary (**TED**: Tell, Explain, Describe)
- Record facts and not opinions and use child's own words. Sign and date your record
- Seek support for yourself as required from DSLs

Inform the relevant school phase Designated Safeguarding Lead(s) or Deputy Designated Safeguarding Lead (s) – see key contacts table for information on pages 1 & 2 of this policy

- 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:

DSLs/Staff:

- Follow Sutton Valence School whistleblowing procedures contained in the Staff Handbook.
- Follow Kent [safeguarding partnership escalation](#) procedures.

Pupils or Parents:

- Follow Sutton Valence School Complaints Procedure found on school website.

Record decision making and action taken in the pupil's CPOMS 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 DSLs/staff will request further support if required to ensure the **child's safety is paramount**

1. Child Focused Approach to Safeguarding

1.1 Introduction

- Sutton Valence School recognises 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 (staff, volunteers, governors, leaders, parents/carers, wider family networks, and pupils have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.
- Sutton Valence School believes 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.
- Staff working with children at Sutton Valence 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 Sutton Valence School but may also apply to other children connected to Sutton Valence School, for example, siblings, younger members of staff (under 18) or children on student/work placements.
- Sutton Valence School recognises the importance of providing an ethos and environment within Sutton Valence School that will help children to be safe and to feel safe. In our Sutton Valence 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.
- Sutton Valence 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 pupils parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.
 - **Collaboration:** with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within 'Keeping Children Safe in Education' 2026.

1.2 Policy context

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

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to:
 - Keeping Children Safe in Education (KCSIE)
 - Working Together to Safeguard Children (WTSC)
 - Early Years and Foundation Stage Framework (EYFS)
 - Framework for the Assessment of Children in Need and their Families, 2000
 - Kent and Medway Safeguarding Children Procedures
 - The Education Act 2002
 - Education and Inspections Act 2006
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
 - The National Minimum Standards for Boarding Schools
 - Children's Wellbeing and Schools Act 2026
 - Crime and Policing Act 2026
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Sutton Valence 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, 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.
- Sutton Valence School acknowledges that safeguarding includes a wide range of specific issues including, but not limited to:
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Child-on-child abuse
 - Children with family members in prison
 - Children who are absent or missing from education
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)

- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate crime and prejudice-based harm, including racism, antisemitism, islamophobia and faith-targeted abuse.
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude images
- 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 within 'Keeping Children Safe in Education')

1.4 Related safeguarding policies

- This policy is one of a series in the Sutton Valence School integrated safeguarding portfolio and should be read and actioned in conjunction with the policies listed below:
 - Anti-bullying Policy
 - Attendance Policy
 - Behaviour Policy (Prep School)
 - Complaints Procedure
 - Data Protection Impact Assessment Policy and Procedure
 - Drugs Policy
 - Fire Policy
 - Health and Safety Policy
 - First Aid Policy
 - Guidelines for Life at Sutton Valence School (Senior School)
 - Information Security Policy
 - Mental Health Policy (Senior School)
 - Missing Child Policy (Prep and Senior Schools)
 - Online Safety Policy (Prep and Senior Schools)
 - Outside Speakers Policy
 - Positive Behaviour Policy (Senior School)
 - Personal and Intimate Care Policy (Prep School)
 - Positive Handling Policy (Senior School)
 - Pupil Access Policy (Senior School)
 - Relationship, Sex and Health Education (RSE) Policy
 - Risk assessments, such as school trips, use of technology
 - Recruitment Policy
 - Safe Touch Policy (Prep School)
 - School Supervision Policy (Senior School)
 - Supervision Policy (Prep School)
 - Code of Conduct and Staff Behaviour Policy
 - Visits and Off-Site Policy (Prep and Senior Schools)
 - Whistleblowing Policy

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

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

1.5 Policy compliance, monitoring and review

- Sutton Valence 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 receive safeguarding training and will be provided with a copy of this policy and Part One of KCSIE, which can be found on the school website.
- Parents/carers can obtain a copy of the Sutton Valence School Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the Sutton Valence School website.
- The policy will be reviewed annually by the governing body who has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead(s) (DSLs) and Headmaster will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and leadership

- The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.
- The governing body and school leaders will actively promote an inclusive and anti-discriminatory culture in which all members of the community are treated with dignity and respect. The School recognises that creating a culture that challenges racism, faith-targeted abuse, misogyny and other forms of discrimination is an important part of safeguarding children.
- The governing body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).
 - This includes but is not limited to safeguarding all members of the school community (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics

within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

- The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- The Headmaster will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.
- The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The governing body and leadership teams will ensure that the DSLs are supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.
- The school has a nominated governors for safeguarding. The nominated governors will support the DSLs and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

2.2 Designated Safeguarding Lead (DSLs)

- The school has appointed James Watkins (Prep) & Lauren Austen (Senior), members of the senior leadership team, to act as our Designated Safeguarding Leads (DSLs) across the school phases.
- The DSLs have 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.
- The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence:
 - Prep School
 - Ms Sandra Champanhet (Head of Pre-Prep)
 - Mrs Els Foster (Nursery Manager)
 - Mrs Zoe Gransbury (Pre-School Lead)
 - Mr Mark Scholey (Head)
 - Mrs Chloe Dorban-Hall (SENDCo)
 - Mrs Molly Mills (Reception teacher, Head of Drama)
 - Mrs Molly Braddick (Y2 teacher, Head of English)
 - Mrs Carla Glover (Y2 teacher)
 - Mrs Melissa Dallamore (Assistant Head Academic)
 - Senior:
 - Mr William Walker (Deputy Head (Pastoral & Pupils))
 - Mrs Maja Trachonitis (Assistant Head - (Wellbeing))
 - Mr Steve Head (Head of Boarding and External Trips and Visits Coordinator)
 - Mrs Sophie De Castro (Westminster Housemistress)
 - Mr Mark Howell (St Margaret's Housemaster)
- Whilst the activities of the DSLs may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility will not be delegated.
- The DSLs (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 DSLs to carry out their functions as identified in Annex B of KCSIE 2026. 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 DSLs 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 DSLs liaising closely with the designated teacher.
 - Liaising with other agencies and professionals in line with KCSIE and WTSC.
 - Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures, including referrals, are followed, as necessary.
 - 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. Additionally, there will always be DSLs/DDSLs cover in place for the year-round nursery.
 - Ensuring robust and appropriate DSL cover arrangements are in place whenever a DSL is unavailable due to illness, leave or other circumstances, as well as during any closures and out-of-hours and/or out-of-term activities. These arrangements will be clear, reliable and known to staff, so that safeguarding concerns can be raised, received, monitored and acted upon without delay. This may include the use of a confidential shared safeguarding mailbox or equivalent systems.
 - 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 Headmaster, Head of Prep School and Head of Senior School 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 DSLs 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 DSLs. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated at least annually through a variety of methods at regular intervals.

2.3 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe 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 support before statutory intervention, including universal or community-based Early Help and Family Help, and understand the relevant processes and their role in them.
 - 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 Code of Conduct and Staff Behaviour Policy
 - act in line with the Teachers' Standards which state that teachers (including Headmasters) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Staff at Sutton Valence 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 DSLs if they have any concerns about a child.
 - Staff at Sutton Valence School will determine how best to build trusted relationships with children and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our Code of Conduct and Staff Behaviour Policy

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 or exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Contribute to the development of school safeguarding policies.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

2.5 Parents and carers

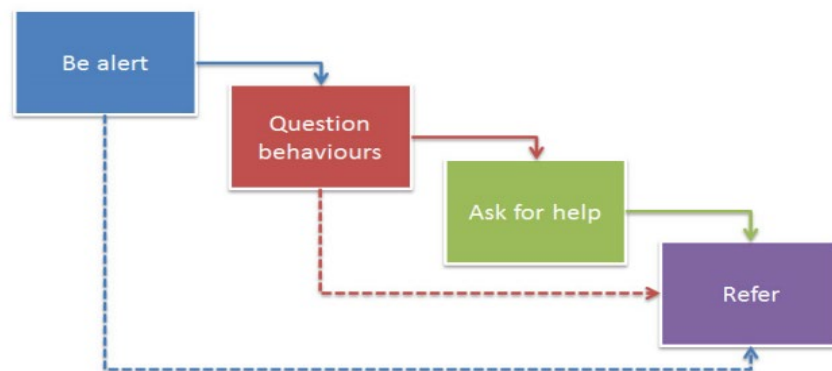
- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant school policies and procedures.
 - Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm, 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'. This is outlined locally within the Kent Support Levels Guidance.
- Sutton Valence School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- By understanding the indicators 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:



- Sutton Valence 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 DSLs on a case-by-case basis.
- Sutton Valence School recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSLs.
- Parental behaviours can indicate child abuse, neglect or exploitation; staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse, 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 the 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, domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation, (including financial exploitation) sexual abuse, serious youth violence and county lines and radicalisation.
- The School recognises that prejudice-based harm, including racism, faith-targeted abuse, antisemitism, islamophobia and other discriminatory behaviours, can cause significant harm to a child's welfare, wellbeing and sense of safety. Staff should recognise such behaviour as a safeguarding concern and report concerns in line with this policy.
- Sutton Valence 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.
- Sutton Valence 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 Behaviour Policy (Prep) and Positive Behaviour and Drugs Policies (Senior) which are informed by the DfE 'Searching, screening and confiscation at school' guidance.
 - The DSLs (or DDSL) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in our behaviour policy. The DSLs (or DDSL) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.
 - Staff will involve the DSLs (or DDSL) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Responding to child protection concerns

- If staff are concerned about the safety or welfare of a child, 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 DSLs 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 (using CPOMS)
 - inform the DSLs (or deputy), as soon as practically 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.

- When deciding what safeguarding information to share, the School will consider the relevance of the information to the current safeguarding risk, what it is necessary for the receiving person or setting to know, and whether the information is clearly presented and appropriately contextualised. Professional judgement will be used to ensure that information shared is focused and proportionate, whilst ensuring that information relevant to understanding or managing safeguarding risk is not omitted.
- Sutton Valence School will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
 - The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS) and are accessed via the 'Front Door Service'/Kent Children's Services Portal.
- 'Early help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners, including education providers, working together and taking collective responsibility to provide the right provision in their area.
 - If early help support is appropriate, the DSLs (or a DDSL) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
 - Where a child or family requires targeted support, the School will consider whether Family Help is appropriate, including targeted early help and statutory services delivered under section 17 of the Children Act 1989, in accordance with local Kent arrangements.
 - Staff, including the DSLs, may be required to work with other agencies and professionals in an early help assessment.
 - The DSLs will keep all Early Help cases under constant review and consideration will be given to escalating concerns and/or seeking advice from the Front Door Service if the situation does not appear to be improving or is getting worse.
- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent Integrated Children's Services (via the portal) and/or the police, in line with the Kent Support Level Guidance and KSCMP procedures.
 - Sutton Valence School recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - If they believe a child may be in need of support but are unclear whether a Request for Support should be submitted, the DSLs (or DDSL) may seek advice or guidance from a social worker via the Front Door Service before deciding next steps.
- The DSLs, or a deputy DSLs in the absence of the DSLs 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.
- 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 DSLs (or DDSL). If in exceptional circumstances, a DSLs is not available, this should not delay appropriate action being taken by staff.

- Staff will speak to a member of the school senior leadership team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for information, see flowchart on page 6 of this policy.
 - In these circumstances, any action taken by staff will be shared with a DSLs as soon as is possible.
- In the event of a request for support to the Front Door Service being necessary, parents/carers will be informed and consent to this will be sought by the DSLs in line with guidance provided by KSCMP and ICS. Parents/carers will always be informed in the case of a request for support being submitted by the school, unless there is a valid reason not to do so, for example, if informing them may put a child at risk of harm or could undermine a criminal investigation.
 - If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSLs will re-refer (if appropriate) and/or DSLs will follow the Kent Escalation and Professional Challenge Policy to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
 - DSLs and staff will be mindful of the need for the school to ensure any activity or support implemented to support children and/or families is recorded. Support provided by the school where families are struggling will be overseen and reviewed by the DSLs on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network.

3.3 Child Protection Records

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school's CPOMS platform.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. 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.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the 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 within CPOMS. 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 DSLs.

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 DSLs, separately to the child's main file, and a confirmation of receipt will be obtained.

- Where safeguarding information indicates a risk to the pupil and/or to others, the DSL will consider whether information should be shared with the receiving school in advance of the pupil's transfer so that an appropriate risk assessment and safety and support plan can be put in place before the pupil arrives. Where there are significant safeguarding concerns, it is good practice for the DSLs of both settings to discuss the pupil's needs directly.
- The transferred file, where necessary, should include a clear and structured summary of current safeguarding concerns, the relevant context and the support that has been provided. The summary should clearly distinguish between current concerns and relevant historical information so that the receiving setting can readily understand the child's safeguarding needs.
- In addition to the child protection file, the DSLs will also consider if it would be appropriate to share any information with the DSLs 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 DSLs will ensure key staff such as the SENDCOs (Chloe Dorban-Hall (Prep) & David Frost – Senior School), form teachers / tutors or pastoral leaders (housemasters/mistresses), will be made aware of relevant information as required.
- Where a pupil joins the school and no child protection files are received, the DSLs will proactively seek to confirm from the previous setting whether any child protections exist for the pupil, and if so, if the files have been sent.

3.5 Multi-agency working

- Sutton Valence School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.
- The school leadership team, governing body and DSLs will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, social workers, early help workers, health professionals (such as paediatricians, health visitors, mental health services and speech and language therapists), specialist teachers, education psychologists, other schools/settings where children attend more than one setting/provision and police.
- Sutton Valence School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The school will allow access for Kent Children's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The Headmaster, Head of Prep School, Head of Senior School and DSLs are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school **'Searching, Screening and Confiscation' policy and/or behaviour policy**, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

3.6 Confidentiality and information sharing

- Sutton Valence 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.
- Sutton Valence School has an appropriately trained Data Protection Officer (DPO) – Mr Glen Millbery millberyg@svs.org.uk - (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.
- 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.
 - Sutton Valence School will ensure staff are aware of our approach to confidentiality and will ensure there is an area where staff may talk to parents and/or carers confidentially.
 - 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 DSLs 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 School will have regard to the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 when processing personal information and sharing information for safeguarding purposes. Data protection law does 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 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 Headmaster and DSLs will disclose relevant safeguarding information about a pupil 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, pupils and members of staff and visitors who wish to report concerns or complaints. This can be found on the School website.
- 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 leadership teams at Sutton Valence School will take all concerns and whistleblowing reports 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

- Sutton Valence 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 will refer to KCSIE 2026 for further information regarding specific 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 DSLs or a deputy.

4.1 Child-on-child abuse

- All members of staff at Sutton Valence School recognise that children can abuse other children; this is known as child-on-child abuse and can happen both inside and outside of school and online.
- Sutton Valence School recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying, racism, faith-targeted abuse and other discriminatory behaviour linked to protected characteristics.
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Serious violence and weapon-related concerns
 - Sexual violence and sexual harassment including online sexual abuse
 - Harmful sexual behaviour
 - Consensual and non-consensual making or sharing of nudes and semi-nudes, including images, photographs, videos and livestreams, whether self-generated, taken or created by another person, digitally altered or generated using artificial intelligence (including deepfakes or 'deep nudes')
 - 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
 - Emerging safeguarding risks associated with artificial intelligence technologies, including deepfake content, AI-generated sexual imagery, image manipulation and online exploitation
- 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).
- Sutton Valence 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.
- The School recognises that discriminatory behaviour can constitute child-on-child abuse and may require a safeguarding response in addition to behaviour sanctions.

- 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.
- Sutton Valence 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 DSLs (or DDSL) about any concerns regarding child-on-child abuse.
- Sutton Valence School recognises that child-on-child abuse is preventable. The School will take proactive steps to prevent abuse, identify and address inappropriate behaviour at an early stage, and promote a culture in which harmful behaviour is challenged and children feel confident to report concerns. To minimise the risk of child-on-child abuse, Sutton Valence School offers:
 - **Anonymous Reporting Structures**
 - **Online safety advice**
 - **PSHE Programme**
 - **Tutor/form time discussions**
 - **School assemblies**
 - **Chapel services**
 - **Signposting support, both external agencies and staff within school**
 - **School Council**
 - **School Nurses**
 - **Talks from outside speakers**
 - **'Help Yourself' booklets in the Senior School Library**
 - **Year Group assemblies in the Senior School**
- Sutton Valence School wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSLs and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying, and behaviour. Pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Concerns about pupils' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies
- Any allegations of child-on-child abuse will be recorded and investigated. All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. Both the victim and the alleged perpetrator(s) will be supported through the investigation and beyond. Where appropriate, details will be shared with the wider staff so that ongoing pupil interactions can be monitored.

4.2 Sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, Sutton Valence School will follow the guidance outlined in Part five of KCSIE.
- Sutton Valence School recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Sutton Valence 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.
- Sutton Valence School adopts a preventative approach to violence against women and girls, misogyny and harmful gender-based attitudes through education, culture and safeguarding practice.
- 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, Positive Behaviour, Safeguarding, Online safety.
- Sutton Valence 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 pupils avoids alarming or distressing them.
- Sutton Valence 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 DSLs (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSLs 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 Integrated Children's Services (Early Help and/or Children's Social Work Service) via the Children's Portal 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 DSLs is unsure 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

- Sutton Valence School recognises that all incidents involving the making or sharing of nudes and semi-nudes, whether consensual or non-consensual, require a safeguarding response. All such incidents will be reported to and dealt with by the DSL (or DDSL), with a proportionate response that considers the age, development and circumstances of the children involved, together with any elements of coercion, exploitation or vulnerability.
- 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 DSLs 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 DSLs.
 - 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 DSLs 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 DSLs.
- 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 DSLs will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - A referral will be made to ICS via the Children's Portal and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, 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 DSLs 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)

- Sutton Valence 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.
 - CCE and CSE may be perpetrated or facilitated by individuals, groups, organised networks or gangs. Children who are being exploited may identify as being part of the group or network exploiting them. CCE and CSE may also constitute modern slavery and, where appropriate, the School will consider whether a referral through the National Referral Mechanism (NRM) is required.
- Sutton Valence 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).
- Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals, and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked.
- Sutton Valence 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 DSLs or a DDSL.

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.
- Sutton Valence School recognises that the likelihood of involvement in serious violence may be increased by factors such as being male, having been frequently absent or permanently excluded, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Additionally, violence can peak in the hours just before or just after school, when pupils are travelling to and from school and these may be particularly risky times for children involved in serious violence.

- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSLs or DDSL. 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 DSLs or DDSL and will be responded to in line with this policy.

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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 DSLs (or a DDSL). If there is an immediate threat, the police will be contacted.
- All staff will speak to the DSLs (or DDSL) 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 fmv@fcdo.gov.uk
- Whilst all staff will speak to the DSLs (or DDSL) if they have any concerns about risk or suspected cases of FGM, there is a specific legal 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 pupils/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.
 - Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSLs (or a DDSL, and Kent Integrated Children's Services should be informed as appropriate.

4.8 Preventing radicalisation

- Sutton Valence School recognises that children may be susceptible to radicalisation into terrorism.
- Sutton Valence 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. All teaching staff complete the Home Office Awareness Course: an introduction to the Prevent duty and DSLs / DDSLs the Home Office Referrals Course: for anyone who may need to make a Prevent referral every 3 years.
- 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 DSLs (or a DDSL), who, where appropriate, will follow the local procedures in regard to making a Prevent referral.
- If there is an immediate threat to safety, the police will be contacted via 999.
- Where a child is receiving support regarding concerns relating to preventing radicalisation, for example, through the 'Channel' programme, the DSLs 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

- Sutton Valence 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 DSLs or a DDSL 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. DSLs may also seek advice from Kent Police and/or the Front Door Service.

4.10 Domestic abuse

- Sutton Valence 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.

- children may also cause harm to other family members, often referred to as child-to-parent or caregiver abuse. Staff should recognise that such behaviour may indicate safeguarding needs both for the child displaying the behaviour and for other family members affected by it.
 - 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 DSLs or a DDSL.
 - Sutton Valence School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse and there are children in the household; the police are expected to inform schools before the child(ren) arrive the following day.
 - Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and 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 Front Door Service 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 Front Door Service, 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.

- Staff understand that there are links between poor mental health and issues such as self-harm and eating disorders.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSLs or a DDSL.

5. Supporting Children Potentially at Greater Risk of Harm

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

4

5.1 Safeguarding children with Special Educational Needs, Disabilities (SEND) and Medical Conditions

- Sutton Valence 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.
- Sutton Valence 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 special educational needs or disability.
- Members of staff are encouraged to be aware that children with SEND, or certain medical conditions, can be disproportionately impacted by safeguarding concerns or behaviour, such as exploitation, peer group isolation or bullying including prejudice-based bullying, without outwardly showing any signs.
- An incident relating to the management of a child's medical condition, including allergies, would not in itself warrant a safeguarding referral. However, a safeguarding referral may be required where an incident raises a concern that the child may be at increased risk of neglect, abuse or exploitation, either within or outside their family, because of their medical condition. This may include circumstances where relevant information about a child's medical condition has not been provided to the School, or where a child is repeatedly sent to School without essential medication, thereby placing them at risk. Any such concerns should be reported to the DSL or a Deputy DSL in accordance with this policy.
- To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSLs will work closely with the SENDCOs (Chloe Dorban-Hall – Prep & David Frost - Senior) to plan support as required.
- Our school has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies: **EYFS Policy under 'Toileting and Nappy Changing'**.

5.2 Children requiring mental health support

- The School has an important role to play in supporting the mental health and wellbeing of pupils. All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This may include self-harm, signs of an eating disorder, suicidal ideation or suicide. Mental health problems may also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation

- Only appropriately trained professionals should attempt to diagnose a mental health problem. However, School staff are well placed to observe pupils and identify those who may be experiencing mental health problems or who may be at risk of developing them.
- The School will seek to promote good mental wellbeing, identify concerns early, provide or facilitate appropriate targeted support and, where necessary, liaise with or refer to specialist services. Where support is required, the DSL or a Deputy DSL should consider whether parents or carers should be informed, provided that doing so would not place the child at additional risk.
- Where a mental health concern is also a safeguarding concern, staff must follow the procedures set out in this policy and report the concern to the DSL or a Deputy DSL.
- Age/ability appropriate education will be provided to our pupils to help promote positive health, wellbeing, and resilience for example via our PSHE curriculum, lessons, school and year group assemblies.

5.3 Children who are absent from education

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.
- The School recognises that persistent absence, repeated suspension, part-time timetables, disengagement from education and risk of exclusion may be indicators of unmet safeguarding needs and increased vulnerability to abuse, neglect or exploitation. These factors will be considered as part of safeguarding assessments, decision-making and risk management arrangements.
- A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated 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 pupil, so we have additional options to contact a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern. There is an expectation that emergency contact information will be held for both parents, unless doing so would put a child at risk of harm.
- Where the school 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 and Attendance Service (KPAS).

5.4 Children attending alternative provision

- Where the school places a pupil with an alternative provision provider, the School recognises that it remains responsible for the safeguarding of any pupil it places in alternative provision and will undertake its own due diligence to satisfy itself that the placement meets the pupil's needs and that appropriate safeguarding arrangements are in place:
 - having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.
 - regularly reviewing (at least half termly) the alternative provision placements made to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs.

- When commissioning and reviewing alternative provision, the School will have regard to the Department for Education's voluntary national standards for alternative provision and relevant statutory guidance.
- Where safeguarding concerns arise, placements will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

5.5 Elective Home Education (EHE)

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

5.6 Children who may benefit from early help or Family Help

Early or Family help may include support available through universal services and community-based early help. Where a child and family require more targeted and coordinated support, this may be provided through Family Help. Staff should be aware of local processes for accessing community-based early help and Family Help and should discuss concerns with a DSL.

- Where a child would benefit from coordinated support from more than one agency, the School will work with safeguarding partners and other relevant agencies in accordance with local arrangements. Where there are concerns that a child is suffering, or is likely to suffer, significant harm, a referral will be made to local authority children's social care in accordance with the School's safeguarding procedures.
- Any child may benefit from early or Family help, but all School staff should be particularly alert to the potential need for early help or Family Help for a child who meets any of the criteria set out below.
 - is disabled or has certain health conditions and has specific medical/additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care,
 - has been repeatedly removed from the classroom, has experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.
 - is pregnant and/or is a parent themselves
 - has exhibited early signs of abusive, violent and/or harmful behaviours
- Where it is identified a child may need early help, staff and DSLs will respond in line with section 3 of this policy.

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

- The DSLs 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.

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

- Sutton Valence School recognises the common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation, and a previously looked after child also potentially remains vulnerable.
- The school's DSLs will act as the appointed a 'designated teacher' who works with local authorities, including the Virtual School Kent (including the virtual school head), 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 wider safeguarding team 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 DSLs 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 DSLs 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.

5.9 Children who are privately fostered

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

5.10 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, Sutton Valence 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.

- Sutton Valence 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. Appropriate education is included within our PSHE and Sex Education and Health Education 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.
- The School will ensure that arrangements for toilets, changing rooms and showers comply with the applicable statutory requirements and KCSIE. Pupils will not be permitted to use toilets or changing rooms designated for the opposite biological sex. Where a gender-questioning child does not wish to use facilities designated for their biological sex, the School will consider appropriate alternative individual facilities, taking account of the safety, comfort, privacy and dignity of the child and of other children. Any individual arrangements will be clearly recorded, appropriately communicated and regularly reviewed.
- The School will not initiate action regarding social transition. Where a child or their parent/carer requests that the School make changes or put support in place to facilitate social transition, the School will take a careful, individualised approach, considering the best interests and safeguarding needs of the child and other children. Staff will not independently adopt changes relating to social transition; any such decision will be made through the School's agreed process, involving the DSL and the child's parents/carers, other than in the rare circumstances where involving parents/carers would create a greater safeguarding risk to the child. Relevant clinical evidence or advice and, where appropriate, other professional advice will also be considered.
- Decisions concerning requests for support with social transition will be documented, appropriately communicated and kept under review. The School will ensure that relevant staff are aware of a child's biological sex where necessary to fulfil the School's safeguarding responsibilities, and the child's biological sex will be recorded accurately wherever sex is recorded.

5.11 Children in boarding and residential accommodation

- The School recognises the additional safeguarding responsibilities arising from the provision of boarding accommodation. Boarding pupils may be particularly vulnerable because of the additional time they spend in the School's care and because the School provides their accommodation as well as their education.
- The School will ensure that safeguarding arrangements within boarding are fully integrated with the School's wider safeguarding arrangements. Boarding staff will be appropriately trained and will know how to identify, record and report safeguarding concerns to the DSL or a Deputy DSL.
- The School will have particular regard to safeguarding risks that may arise within residential settings, including child-on-child abuse, bullying, sexual harassment and sexual violence, harmful sexual behaviour, inappropriate relationships, online safety and the risks associated with children being away from their family or usual support networks.
- Safeguarding arrangements for boarding will comply with KCSIE 2026 and the applicable National Minimum Standards for Boarding Schools.

5.12 Young Carers

- The School recognises that children who have caring responsibilities for a family member may require additional support. Caring responsibilities can have an impact on a child's attendance, attainment, behaviour and physical and emotional wellbeing.

- Staff should be alert to signs that a pupil may have caring responsibilities, including where these have not previously been identified or disclosed. Where a young carer is identified, the School will consider what support may be appropriate and, where necessary, work with the local authority, health services and other relevant agencies to ensure that the child and their family receive appropriate support.
- Any safeguarding concerns identified in relation to a young carer will be reported and responded to in accordance with this policy.

5.13 Homelessness and temporary accommodation

- Being homeless or at risk of becoming homeless can present a significant risk to a child's welfare. The DSL and Deputy DSLs will be aware of local referral routes to the Local Housing Authority so that concerns can be raised at the earliest opportunity.
- The School may receive notification from a Local Housing Authority when a child is placed in temporary accommodation. Any such notification will be considered promptly so that appropriate safeguarding and welfare support can be put in place. Liaison with the Local Housing Authority does not replace the School's existing safeguarding duties or the need to make a referral to Children's Social Care where a child has been harmed or is at risk of harm.

6. Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Sutton Valence School will adopt a whole school approach to online safety which will empower, protect, and educate our pupils and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Sutton Valence 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 DSLs and parental engagement.
- Sutton Valence 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, misandry, 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.
- Sutton Valence 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 Head of Prep School or Head of Senior School will be informed of any online safety concerns by the DSLs, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

- The DSLs has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians and curriculum leads as necessary.
- The DSLs will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Online Safety and Positive Behaviour (Senior) and Behaviour (Prep) Policies.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- Sutton Valence School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, MS Teams, intranet and email systems.
- All school owned devices and systems will be used in accordance with relevant policies.

6.1 Generative Artificial Intelligence (AI)

- Sutton Valence School recognises that when used safely, effectively and with the right infrastructure in place, generative artificial intelligence (AI) tools have many uses which could benefit our entire school community.
- However, it is important to recognise that AI tools can also pose safeguarding risks to our community as well as moral, ethical and legal concerns. This includes, but is not limited to:
 - exposure to inappropriate or harmful content, including bullying, harassment, abuse and exploitation
 - privacy and data protection breaches/risks
 - intellectual property infringements
 - academic integrity challenges such as plagiarism and cheating
 - exposure to inaccurate, misleading, or biased content.
- Sutton Valence School only permits the use of generative AI tools which have been approved and provided by the school for work and/or educational purposes, following the relevant staff undertaking risk assessments and/or data protection impact assessments prior to use.
- Staff and pupils will be made aware of the benefits and risks of using generative AI tools and the school expectations by:
 - through specific lessons,
 - AI protocol
 - Assemblies
 - acceptable use policies
 - staff training
- Sutton Valence School will respond to any misuse of AI in line with relevant policies, including but not limited to, Anti-bullying, Positive Behaviour (Senior) Behaviour (Prep), Data Protection, Complaints and Child Protection.
- Where the school believe that AI tools may have facilitated the creation of child sexual abuse material, the school will respond in line with existing local safeguarding procedures and national guidance from the IWF and NCA-CEOP.
- Where the school are responding to concerns regarding digitally manipulated and AI-generated nudes and semi-nudes, the school will respond in line with section 4.3 of this policy and the local KSCMP safeguarding procedures and UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.

- Where the school believe that AI tools may have facilitated deep fake abuse of adults, advice and support will be provided to individuals affected, such as via Unions, Professionals Online Safety Helpline or Report Harmful Content and/or if a crime has been committed, via the police. Action will be taken in line with relevant school policies, **including but not limited to, Anti-bullying, Positive Behaviour (Senior), Behaviour (Prep) and Complaints.**

6.2 Mobile and Smart Technology

- Sutton Valence School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities.
- The School will be a mobile phone-free environment by default. Pupils should not have access to or use mobile phones or other personal smart technology with similar functionality throughout the school day, including during lessons, between lessons, at breaktimes and lunchtime, except where an agreed exception is required, for example because of a pupil's individual special educational need, disability or medical condition.
- The School's expectations regarding mobile phones and smart technology are set out in the relevant pupil behaviour and mobile device policies. Any safeguarding concerns arising from the use of mobile phones or smart technology will be managed in accordance with this Safeguarding Policy.
 - In accordance with KCSIE and EYFS, Sutton Valence School has appropriate policies in place, which are shared and understood by all members of the community. Specific guidance for staff working with EYFS children is provided in the Online Safety Policy

6.3 Appropriate filtering and monitoring on school/college devices and networks

- Sutton Valence School will do all we reasonably can to limit children's exposure to online harms through school-provided devices, systems, platforms and networks. In line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.
- This includes ensuring application of appropriate filtering and monitoring to both static content, as well as dynamic and AI-generated materials, products and/or systems used.
- When implementing appropriate filtering and monitoring, Sutton Valence 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, and we recognise that we cannot rely on filtering and monitoring alone to safeguard our pupils. Effective safeguarding practice, robust policies, appropriate classroom/ behaviour management and regular education/ training about safe and responsible use is essential and expected.
 - Pupils will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment and/or a data privacy impact assessment as relevant.
 - Internet use will be supervised by staff as appropriate to pupils age, ability and potential risk of harm in line with our Online Safety Policies.

6.3.1 Responsibilities

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

- Lauren Austen and James Watkins (DSLs), and Dr Mike Heber (Governor), are responsible for ensuring that our school/college has met the DfE Filtering and monitoring standards for schools and colleges.
- Our senior leadership team is 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 DSLs and IT staff have sufficient time and support to manage their filtering and monitoring responsibilities.
- The DSLs have 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 staff have technical responsibility for:
 - maintaining filtering and monitoring systems.
 - providing filtering and monitoring reports.
 - completing technical actions identified following any concerns or checks to systems.
 - working with the senior leadership team and DSLs 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, pupils and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

6.3.2 Decision making and reviewing our filtering and monitoring provision

- When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSLs and the IT staff.
- Decisions about our filtering and monitoring provision have been recorded and informed by an approach which ensures our systems meet our school needs and circumstances, including but not limited to our pupil risk profile which considers the specific vulnerabilities (including age and ability), risk and context of our pupils, and our school specific technology use.
- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and with approval from the leadership team; all changes to the filtering policy are logged and recorded.
- Our school undertakes regular (at least annual) reviews of our filtering and monitoring approaches to ensure we understand the changing needs and potential risks posed to our community.
- In addition, our school undertakes regular and active checks on our filtering and monitoring systems to ensure our systems work effectively in practice and as expected, and to provide assurance to the governing body that we are continuing to meet our safeguarding obligations. These checks are logged and recorded.

6.3.3 Appropriate filtering

- The School uses educational broadband connectivity through Coconnect Ltd.
- The School uses Smoothwall, which blocks sites that can be categorised as: pornography, racial hatred, extremism, gaming and sites of an illegal nature.
- Consequently, the School filtering system blocks all sites on the Internet Watch Foundation (IWF) list;
- The School works with Coconnect and Smoothwall to ensure that its filtering policy is continually reviewed.
- Smoothwall 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
- Smoothwall has signed up to the Counter-Terrorism Internet Referral Unit list (CTIRU).
- Our filtering system is operational, up to date and applied to all users, including guest accounts, all school managed, owned or provided devices, systems and networks, and all devices using the school internet connection.
- The DSLs and leadership team will work with Smoothwall and our IT staff as appropriate and as identified in section 6.3.2, to ensure that our filtering policy is continually checked and reviewed to reflect our needs and requirements.
- The School has a clear procedure for reporting filtering breaches.
 - If pupils discover unsuitable sites, they will be required to turn off monitor/screen and report the concern immediate to a member of staff
 - The member of staff will report the concern (including the URL of the site if possible) to the Designated Safeguarding Lead, DDSLs and/or technical staff
 - The breach will be recorded and escalated as appropriate
 - Parents/carers will be informed of filtering breaches involving their child unless to do so would put a child at risk of harm or compromise a criminal investigation.
 - 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 DSLs and/or leadership team.

6.3.4 Appropriate monitoring

- We will appropriately monitor the use of all school managed, owned or 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:
 - In a lesson, the teacher can view the pupils' screens and see what is being searched and accessed;
 - When a pupil logs onto the system their internet history is recorded and can be searched
 - Reports are generated daily and sent to the DSLs for analysis;
 - The School has a clear procedure for responding to concerns identified via monitoring approaches. The DSLs, DDSLs and / or the Head of Prep School, Head of Senior School, Headmaster are informed of such concerns and they respond in line with the child protection policy;
 - The School installs monitoring and filtering software on all school-owned devices that tracks use when in school and at home.
- The School will appropriately filter internet use and monitor computer use on all 'Bring Your Own' internet enabled devices. This is achieved by:
 - Physical monitoring in a lesson, the teacher can view the pupils' screens and see what is being accessed
 - Through filtering – when connected to the School WiFi – internet history on the School WiFi is recorded and can be searched
 - Filtering reports are generated daily and sent to the DSLs for analysis;
 - The School has a clear procedure for responding to concerns identified via monitoring approaches. The DSLs, DDSLs and / or the Head of Prep School, Head of Senior School, headmaster are informed of such concerns and they respond in line with the safeguarding policy;
- 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 pupils, it will be reported to the DSLs and will be recorded and responded to in line with relevant policies.
 - Where the concern relates to staff, it will be reported to the Headmaster (or chair of governors if the concern relates to the Headmaster).
- Parents/carers will be informed of safeguarding concerns involving their child identified through our monitoring approaches, unless doing 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.

6.4 Information security and access management

- Sutton Valence School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and pupils.
- Sutton Valence School will review the effectiveness of our procedures periodically to keep up with evolving cyber-crime technologies.
- Lauren Austen & James Watkins (DSLs), and Dr Mike Heber (Governor), are responsible for ensuring that our school has met the DfE cyber security standards for schools and colleges.

6.5 Remote/Online learning

- Sutton Valence School will ensure any remote/online 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 pupils/students and parents/carers will take place using school provided or approved communication channels.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSLs.
- Staff and pupils/students will engage with remote/online teaching and learning, in line with existing behaviour principles as set out in our school Code of Conduct and Staff Behaviour Policy and Acceptable Use Policies.
- Staff and pupils/students will be encouraged to report issues experienced at home when participating in remote/online learning; concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow relevant policies and procedures relating to safeguarding and online safety.

6.6 Online Safety Training for Staff

- Sutton Valence School will ensure that all staff receive online safety training, which, amongst other things, will include providing them with an understanding of the expectations, applicable roles and their responsibilities in relation to filtering and monitoring, as part of induction.
- Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding and child protection training approach. See section 7 for more information.

6.7 Educating pupils/students

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

6.8 Working with parents/carers

- Sutton Valence 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:
 - providing information on our school/college website and through existing communication channels (such as official social media, newsletters)
 - offering specific online safety events for parents/carers
 - highlighting online safety at existing events.
- Sutton Valence 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.
- 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 of the current version of 'Keeping Children Safe in Education' which covers safeguarding information for staff.
 - School leaders, including DSLs and governors, will read KCSIE 2026 in its entirety.
 - All staff, including those who do not work directly with children, will read Part One of KCSIE 2026 in full.
 - The "Overview for all staff" document may be used as a supplementary reference tool but does not replace the requirement to read Part One.
 - All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This is kept in training records on iSAMS.
- 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 processes to follow.
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually, 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.
- 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.

- Sutton Valence 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 governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to 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 DSLs and Headmaster will provide an termly report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

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 Code of Conduct and Staff Behaviour Policy.
- The DSLs will ensure that all staff (including contractors) and volunteers are aware of the school expectations regarding safe and professional practice via the Code of Conduct and Staff Behaviour Policy and Acceptable Use Policy (AUP).
- Staff will be made aware of the school behaviour management and physical intervention policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including Code of Conduct and Staff Behaviour and Acceptable Use Policies (AUPs).

7.3 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS).
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSLs 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 DSLs.

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

8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- Sutton Valence 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 pupils and staff. We recognise that we must ensure that people working with children in our setting are suitable, have the relevant qualifications/training and have passed any required checks to fulfil their roles.
 - Sutton Valence School will follow Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS)
 - The School will determine whether a volunteer is engaging in regulated activity in accordance with the definition set out in KCSIE 2026 and current legislation. Where a volunteer is engaging in regulated activity, the School will obtain an enhanced DBS certificate including children's barred list information before the volunteer commences that activity. The School will not rely on supervision as a means of taking activity that would otherwise be regulated activity outside the scope of regulated activity.
 - The School recognises the changes to regulated activity introduced by the Crime and Policing Act 2026. Volunteers undertaking teaching, training, instruction or supervision of children frequently, overnight, or on more than three days in a thirty-day period may be undertaking regulated activity and, where required, the School will obtain an enhanced DBS certificate including children's barred list information before such activity commences.
 - Where the School is subject to the EYFS framework, volunteers must not begin working within EYFS provision until the School has received an Enhanced DBS Certificate, including Children's Barred List information. The School will not permit volunteers to commence activity in EYFS settings pending receipt of the DBS certificate.
 - The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within the KCSIE guidance.
 - The School will ensure that governors and trustees are subject to safeguarding checks and vetting requirements in accordance with KCSIE 2026, the Independent School Standards and any applicable legislation.
 - The governing body 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.
- Sutton Valence School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands, and warnings.
- Where Sutton Valence School places a pupil with an alternative provision provider, we will:
 - obtain written information from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school would otherwise perform in respect of our own staff.
 - obtain written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

- Where the school organises work experience placements, we will follow the advice and guidance as identified in Part three of KCSIE.
- Where the School arranges homestay accommodation for a child, it will comply with the safeguarding and safer recruitment requirements set out in Part 3 of KCSIE 2026.

8.2 Allegations/concerns raised in relation to staff, including supply teachers, trainee 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).
- Any concerns or allegations about staff will be recorded and dealt with in line with Part four of KCSIE and reported as appropriate in line with local Kent allegations management arrangements. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.
- Where the School is unsure how to respond, for example if the school is unsure if a concern meet the harm 'thresholds' (section 8.2.1), advice will be sought via the LADO Education Safeguarding Advisory Service enquiry form.
- After resolving or concluding allegations or low-level concerns about staff, the School, 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 with our pupils (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'

- Sutton Valence School recognises that it is possible for any member of staff, including trainee teachers, volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Allegations against staff which meet this threshold will be responded to and managed in line with Part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the Head of Prep School, Head of Senior School or the Headmaster, 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 Head of Prep School or Head of Senior School, this should be reported to the Headmaster or the Chair of Governors. If allegations are made against the Headmaster, staff are advised that this should be reported to the Chair of Governors who will contact the LADO if appropriate or required.

- 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'

- Sutton Valence School may also need to take action in response to 'low-level' concerns about staff.
- Sutton Valence 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 Code of Conduct and Staff Behaviour Policy, 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 with the Head of Prep School School or Head of Senior School, accordingly. In the event that the concerns are about the Head of Prep School School or Head of Senior School, this should be reported to the Headmaster or the Chair of Governors. Low level concerns relating to the Headmaster, should be reported to the Chair of Governors who will act accordingly.
 - Where low-level concerns are reported to the school, the Headmaster will be informed of all low-level concerns (unless they relate directly to the Headmaster). The Headmaster is the ultimate decision maker in respect of the response to all low-level concerns unless they are reported to the Chair of governors, as above.
 - The Head of Prep School School, Head of Senior School or Headmaster will share concerns and liaise with the LADO enquiries officer, as appropriate.
 - 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 (via CPOMS StaffSafe) 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, Data (Use and Access) Act 2025, 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 and following our disciplinary/HR procedures.

8.3 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 Code of Conduct and Staff Behaviour Policy 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. The leadership team at Sutton Valence School will take all concerns or allegations received seriously.
- All members of staff are made aware of the school's Whistleblowing procedure via the Staff Handbook. 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.
- Sutton Valence 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 an individual engaged in regulated activity at the School, including a paid member of staff or a volunteer, a referral to the DBS will be made as soon as possible following their removal from regulated activity, or where they would have been removed had they not left or, in the case of a volunteer, ceased to volunteer. The School will provide the DBS with as much relevant information as possible.

9. Opportunities to Teach Safeguarding

- Sutton Valence 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 Relationships Education (primary schools)/Relationships and Sex Education (secondary schools).
- 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 curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
- Sutton Valence 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 pupils for life in modern Britain and creates a culture of zero tolerance for discrimination against sexism, racism, misogyny, faith-targeted abuse, misandry, homophobia, biphobia, sexual violence and sexual harassment, derogatory behaviour, and other forms of physical violence and conflict, including discrimination against protected characteristics.
- Sutton Valence School has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life which are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and

reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate.

- Sutton Valence School recognises that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse, neglect or exploitation, and children with SEND.
- Our school systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate.
- Sutton Valence School recognises the value of external organisations and/or speakers visiting to provide useful information or to help enrich children's education. Any external resources used to support safeguarding or PSHE teaching will be carefully considered to ensure that they are age and developmentally appropriate, suitable for the pupils for whom they are intended, and consistent with the School's legal duties and statutory guidance.

10. Physical Safety

9

10 Safeguarding in sport

The School will ensure that sporting and physical education activities are delivered in a manner that promotes the safety and welfare of all pupils. Where appropriate, the School will have regard to relevant National Governing Body guidance on the safe and fair operation of individual sports. Where safety requires a sport or activity to be undertaken in single-sex groups, pupils will participate according to their biological sex and no exception will be made where this would compromise safety. In other circumstances, requests concerning participation will be considered individually in accordance with KCSIE and the School's safeguarding responsibilities, taking account of the best interests of the child, the impact on other pupils, and the need to maintain safe and fair sporting environments.

10.1 Use of 'reasonable force'

- There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.
- "Any use of reasonable force or restrictive intervention will be reasonable, proportionate and necessary in the circumstances, will have regard to the individual needs and vulnerabilities of the child, and will be used for the minimum amount of time necessary. Staff will act in accordance with current DfE guidance on the use of reasonable force and restrictive interventions, together with the School's Safe Touch/Positive Handling procedures.
- The School will consider whether the use of reasonable force or restrictive intervention gives rise to a safeguarding concern and, where appropriate, the matter will be referred to the DSL or a Deputy DSL.

10.2 The use of school/college 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 Headmaster and governing body will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. The School will also ensure that it is clear which organisation has responsibility for safeguarding and for responding to any safeguarding concerns or allegations arising during the activity. If this assurance is not achieved, an application to use premises will be refused.
- Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

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. For example:
 - ensuring gates are closed
 - staff wear blue lanyards
 - challenge and/or report unknown persons on site
- Appropriate checks and supervision will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance.
 - visitors will be expected to sign in and out via the reception and to wear a red visitor's lanyard whilst on site
 - contractors undergo a pre-vetting process and will be expected to sign in and out via the reception and to wear a yellow lanyard whilst on site
 - visitors without an appropriate DBS will be escorted/supervised at all times.
- For visitors attending in a professional capacity, such as social workers, early help staff, the school will check their ID and be assured that they have had the appropriate DBS check or their employers have confirmed that their staff have appropriate checks.
- 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 Sutton Valence 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

- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
 - The local PCSO as appropriate

- **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, harm, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Sexual abuse: sexual abuse involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Sexual abuse can be committed by adults or by other children. Children are more likely to be sexually abused by someone known to them than by a stranger. Children under the age of 13 cannot legally consent to sexual activity. Any sexual activity involving a child under 13 must therefore be considered as a matter of safeguarding and child protection. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the School's policy and procedures for dealing with it.

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 example for PE
- Secrecy relating to use of technology
- Sexually transmitted disease or pregnancy
- 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
- Inappropriate/harmful medication usage
- Aggressive behaviour or severe temper outbursts.
- Injuries that cannot be accounted for. Inadequate, inconsistent, or excessively plausible explanations for an injury, 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 also include verbal abuse, such as persistent criticism, belittling or name-calling. 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
- Secrecy relating to use of technology
- Excessive need for approval, attention, and affection

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers

- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support Organisations and Resources

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

- 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/

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.mensadvice.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.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- The Children's Society: www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

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 Education Officers: 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
- 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/online-safety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- KSCMP: www.kscmp.org.uk/guidance/online-safety

Mental Health

- 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/>