

SEVENOAKS SCHOOL

Policy reference	AS1
Policy Category	A. Student and parent-facing policies
Name of policy	Safeguarding Policy
Purpose of policy	Schools and their staff form part of the wider safeguarding system for children, to protect children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This Policy includes the procedure to be followed: • for the management of safeguarding. • if a staff member suspects a child is being neglected, abused or exploited, or at risk of being drawn into extremism, or a student makes a disclosure. • to assist staff to protect themselves from criticism or accusations of malpractice which could potentially damage their careers. • if allegations are made of misconduct by staff or volunteer. High level safeguarding expectations relating to safer recruitment are included in this policy. More detailed procedures are outlined in the Recruitment Policy.
Scope	Sevenoaks School (Senior)
Regulatory or legal requirement addressed by policy	Education Regulations 2014 (Independent School Standards) Working Together to Safeguard Children (December 2023) (WTSC) Keeping Children Safe in Education (September 2026) (KCSIE) Crime and Policing Act 2026 Data (Use and Access) Act 2025 Boarding Schools' National Minimum Standards (2022) Working Together To Improve School Attendance (February 2024) Prevent Duty Guidance (December 2023) FGM Guidelines
Other policies referred to	Anti-bullying Policy, Attendance Policy, Behaviour Policy, Staff Code of Conduct, Data Protection Policy, IT Terms of Use, Student Mental Health and Wellbeing Policy, Online Safety Policy, Whistleblowing Policy, Intruder Policy, NMS, Recruitment Policy, PSHE Policy and RSE Policy.
Policy owned by	Designated Safeguarding Lead
Published on website	Yes

SAFEGUARDING POLICY

Policy Scope

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

Introduction for Parents

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding is defined by KCSIE 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 the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Everyone has the right to protection from abuse regardless of sex, race and ethnicity, disability, sexual orientation, religion/beliefs, marriage/civil partnerships, pregnancy/maternity and gender reassignment.

Children from all types of background may be abused physically, emotionally, sexually or through exploitation or neglect. It is not always easy to recognise or accept that abuse is happening. If you have concerns about a child you should contact Social Services, the Police or the NSPCC.

Sometimes parents or students tell us that they believe a child is being abused; a student might tell us themselves or their behaviour changes in a way that means they could be being abused. If this happens we have a legal duty to tell Social Services of any concerns we have of possible child abuse. In some cases we can talk to the family but you may first hear from Social Services. We understand that this would be upsetting, but in certain circumstances we are required to contact Social Services not the family.

The Designated Safeguarding Lead (DSL) is responsible for dealing with safeguarding concerns about child welfare.

Introduction for Staff

Staff should at all times maintain a professional relationship with our students. The school enjoys a reputation for close and happy relationships between staff and students; but common sense, as well as legal and procedural guidance requires staff to maintain a proper professional detachment from all students including those who are over the age of 18. Staff need to be aware of the national increase in the number of reported allegations by students of abuse or professional misconduct by teachers.

This policy gives the procedure to be followed:

- for the management of safeguarding.
- if a staff member suspects a child is being neglected/abused or at risk of being drawn into extremism, or a student makes a disclosure.
- to assist staff to protect themselves from criticism or accusations of malpractice which could potentially damage their careers.
- if allegations are made of misconduct by staff or volunteer.
- for ensuring that recruitment and selection practices support safeguarding, in accordance with the Recruitment Policy.

This policy must be read in conjunction with the Anti-bullying Policy, Attendance Policy, Behaviour Policy, Staff Code of Conduct, Data Protection Policy, IT Terms of Use, Student Mental Health and Wellbeing Policy, Online Safety Policy, Whistleblowing Policy, Intruder Policy, NMS, Recruitment Policy, PSHE Policy and RSE Policy.

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 Family Help. Family Help means providing support as soon as a problem emerges at any point in a child's life. Staff should be aware of the Family Help process and their role in it.
- understand the school safeguarding policies and systems.
- undertake and engage in regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with our Staff Code of Conduct and the Teachers' Standards, which state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Equality Act 2010

The school will carefully consider how to support students with regard to particular protected characteristics –including disability, sex, sexual orientation, gender reassignment and race – and will take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting students with a particular protected characteristic in order to meet their specific need. Some students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. The school will remain vigilant as to these disproportionate vulnerabilities and provide safeguards and support accordingly.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

Vulnerable students

The Children Act (1989) defines 'children in need' as those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of services of the Act. This includes those who are suffering or likely to suffer significant harm. A person, usually known to the young person (parent, carer or person in institutions or community settings or another child) may abuse, neglect or exploit a child by inflicting harm or failing to act to prevent harm.

Particular vigilance will be exercised in respect of any 'children with a social worker' (CWSW); that is, any who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. Those students with specific mental or physical health needs which require greater support will also be closely monitored by the safeguarding team.

The school recognises the need for a trauma-informed approach to safeguarding, considering the root causes and possible underlying trauma behind children's behaviour.

Risks can be compounded where children lack trusted adults with whom they can be open. The school endeavours to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges both online and offline. We acknowledge that additional barriers can exist when recognising abuse, neglect or exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other

children;

- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- risks that they do not understand that what is happening to them is abuse;
- the need for intimate care or that these children are isolated from others;
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

The school will therefore ensure that extra pastoral support and attention for these children is put in place where necessary, alongside ensuring any appropriate support for communication. Any reports of abuse involving children with SEND will entail close liaison with the DSL and SENCO.

The school also recognises the specific, and often less visible, additional needs of children with medical conditions, and will ensure safeguarding arrangements take account of medical information, care plans and the potential for such children to be targeted or isolated.

Young carers may take on inappropriate levels of responsibility at home; staff will be alert to the impact this can have on a child's wellbeing, attendance and attainment, and will consider what additional pastoral support may be needed.

Lesbian, gay, bisexual or gender questioning students

The school is committed to the safety and inclusion of children who are lesbian, gay, bisexual or gender-questioning, recognising that they can be at greater risk of bullying, discrimination and other safeguarding harms, and staff will respond to any related concerns sensitively and without judgement. A student being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a student who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

When supporting a gender questioning student, the school will take a cautious approach and consider the broad range of the student's individual needs, in partnership with the parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. The school will follow guidance as set out in KCSIE in relation to gender questioning and social transition, including in relation to sport and school premises.

Early help

Early help means providing support as soon as a problem emerges. This can range from universal services and community-based early help, through to the more targeted early help level of Family Help, coordinated with Kent's local early help partnership arrangements. Where early help is needed, the DSL (or a member of staff acting under their direction) will consider a referral to Family Help or the relevant local early help service, working with the family wherever possible, and will review whether the support put in place is having a positive impact.

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

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

- health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

Categories of abuse

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual making or sharing of nudes or semi-nudes can be signs that children are at risk. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Definition of 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Signs of Abuse

See **Appendix 2** for detailed information on the potential signs of abuse.

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

Involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of

children by other children is a specific safeguarding issue in education. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as having been frequently absent, or permanently excluded from school, having experienced child maltreatment and having involved in offending, such as theft. Staff should also be aware that male students are statistically most likely to be at risk in this area, but that trans and non-binary students are also at risk. Indeed staff should not assume that girls are not at risk in this area and are encouraged to see behaviour as the primary indicator of risk.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

These 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. The school remains alert to the fact that bad actors may try to exploit our sponsor licence for trafficking or exploitation purposes. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral will be completed where a potential victim of CCE or CSE is identified.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE is a form of sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. 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. This includes 16 and 17 year olds who can legally consent to have sex. This can be committed by an individual or an organised network and

most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Domestic Abuse

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

A child may suffer, or be at risk of suffering, from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time. In all cases the Child in Need/Child Protection procedure should be followed, or that of the authority in which the child is normally resident.

The school also recognises that some children may perpetrate abuse against a parent or carer (child-to-parent or carer abuse); this should be treated as a safeguarding matter, requiring an assessment of the needs of both the child and affected family members, rather than solely as a behavioural or criminal justice issue.

The 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.

FGM (Female Genital Mutilation)

All staff must speak to the DSL about any concerns, but if a teacher discovers an act of FGM appears to have been carried out on a girl under the age of 18 the teacher **must** personally report this to the police.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance *"Modern slavery: how to identify and support victims (June 2025)"*.

Child-on-child abuse (including harassment and violence)

All staff should recognise that children are capable of abusing their peers (including online) and that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. All child-on-child abuse is unacceptable and will be taken seriously. The school has a zero-tolerance approach to child-on-child abuse.

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence based support can be key to preventing children from going on to commit abuse or violence.

All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudicebased incidents
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- physical assault and harm, or the threat of harm with a weapon.
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.

- consensual and non-consensual making or sharing of nudes or semi-nudes, including those generated using AI.
- 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.

Students are informed of the range of avenues to reporting abuse but are encouraged in the first instance and where appropriate to report any concerns they have for themselves or others to their Tutor. They are also made aware that they can report abuse to any member of staff in the knowledge that their concerns will be taken seriously. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff should understand that consent must be freely given, and that a child's compliance, silence, or previous relationship with the alleged perpetrator does not amount to consent. Where there is any doubt as to whether an activity was consensual, this should be treated as a safeguarding concern and referred to the DSL. Staff should also be aware that sexualised behaviour between children exists on a continuum, ranging from developmentally typical behaviour through to harmful sexual behaviour and sexual violence, and that this can escalate if not addressed; guidance on typical stages of sexual development and behaviour, and on responding to children who display sexualised behaviour, is available to staff and the DSL to support a proportionate response.

Measures to minimise risk

In addition to measures set out in the Anti-Bullying policy to promote a kind, considerate and tolerant environment for students, the school seeks to minimise the risk of child-on-child abuse through:

- education via assemblies and the PSHE programme
- appropriate supervision of students
- clear signposting to students at the start of the year and at regular intervals of the school's policy on sexual relationships between children
- due consideration of the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation, including the fact that boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often
- providing a range of avenues for student voice and different ways for students to report concerns, including anonymously
- taking a proactive and visible approach to dealing with microaggressions and other 'low level' forms of abuse
- reminding staff of the need to be vigilant and report any concerns to the DSL Response to allegations

It is essential all victims are 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. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

The school's response to incidents of child-on-child abuse will in the first instance be guided by its Anti-Bullying and Behaviour Policies and may, where appropriate, also involve a referral to other agencies such as the police or Social Services. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. In such cases, it will be assumed that all the students involved are at risk. Allegations of sexual violence and sexual harassment will be dealt with according to the relevant guidance in KCSIE. Response to online safety concerns will be guided by advice from KSCMP, the relevant sections of KCSIE and UKCIS guidance on 'Sharing nudes and semi-nudes'.

All concerns are recorded on CPOMS and the DSL leads the response, involving other pastoral staff where appropriate. The DSL maintains a record of cases of child-on-child abuse and reviews these on a regular basis with the DDSL team to consider lessons learnt.

Kent Designated Officer advice:

The school is not an investigative agency and young people should not be physically examined or made to repeat their allegation to too many different people. This is the task of the Social Services Department and, if necessary, the Police.

If a student makes a direct allegation or disclosure:

- Reassure the student that they have been heard. The young person needs to know what will happen next (as far as the school is concerned) and should not be given any false reassurance that the matter can necessarily be kept confidential between the young person and staff member.
- Allow the child or young person to make the disclosure at their own pace and in their own way.
- Avoid interrupting except to clarify what the child is saying.
- Do not ask leading questions or probe for information that they do not volunteer.
- Use TED Tell (me...), Explain (what...), Describe (what...)
- Inform the DSL.

Record keeping and preparing evidence

Good record keeping is essential in ensuring children's ongoing welfare and safety are promoted and monitored. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing, on CPOMS, the school's safeguarding software.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

Confidentiality and information sharing

The school recognises its 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.

The school has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.

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, and school policy in this area.
- will ensure there is an area where staff may talk to parents and/or carers confidentially.
- 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.
- are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.
- will be provided with training and information to ensure they understand and have due regard to the relevant data protection principles which allow them to share and/or withhold personal information.

The Data Protection Act 2018, the Data (Use and Access) Act 2025, and the UK General Data Protection Regulation (UK GDPR) place duties on schools/colleges and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. These do not prevent the sharing of information for the purposes of keeping children safe. **Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

The DSL and other relevant staff will disclose relevant safeguarding information about a student with staff on a 'need to know' basis. Where a decision is made to share, or not to share, information, this will be recorded together with the rationale, including any risk assessment carried out, so that the decision can be reviewed and accounted for.

Children who are absent from education and children missing 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's response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need 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.

The school has procedures in place to identify and respond to students who go missing, particularly on repeat occasions. A record is held by admin of student attendance and all absences are followed up by the Tutor. Unauthorised absences may be a safeguarding issue and, where not resolved via routine investigation by the school, must be reported to the DSL. The school usually holds home, mobile and work phone numbers of both parents and will always endeavour to keep at least two emergency numbers for each student on roll.

For looked after children, the school works closely with the Virtual School Head, who plays a key role in promoting and monitoring the attendance and educational outcomes of looked after and previously looked after children. Where a student is placed in alternative provision, the school retains oversight of their safeguarding, welfare and attendance.

The school notifies the local authority:

- if any student fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more.
- if there are reasonable grounds to believe a student will have to miss 15 consecutive school days or more for illness or the student's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.
- of all students who join or leave the school at non-standard transition times and when students leave the school before the age of 18 if the school does not know which school they are joining.

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. 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.

Protecting children from this risk is a part of the school's safeguarding approach; all staff receive appropriate training to enable them to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will be supported in using their judgement in identifying children who might be at risk of radicalisation and acting proportionately. Concerns should be reported to the DSL (or a deputy) who will consider the appropriate next steps, which might include a Prevent referral or, in the event of an immediate threat to safety, contacting the Police via 999.

Online Safety

The school has a comprehensive Online Safety Policy, which should be read in conjunction with this policy.

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviour online. The school adopts a whole-school approach to online safety which will empower, protect and educate students and staff in their use of technology, with mechanisms in place to identify, intervene in and escalate any concerns where appropriate.

The 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 all aspects of its online safety provision, which will be shared with the Governing Body.

The school also recognises the growing use of Generative AI in education and will provide guidance and training to staff and students on its safe and effective use, including the safeguarding risks it can present (such as the creation of harmful, explicit or misleading content) and how such concerns should be reported and managed.

The school has a Mobile Phone Policy setting out the acceptable use of mobile phones and personal devices by students. This should be read alongside this policy and the Online Safety Policy.

Sport

The school recognises the specific safeguarding considerations that arise in school sport, including the use of external coaches, changing rooms, away fixtures and residential sports trips. All external coaches and sports staff are subject to the school's usual safeguarding recruitment checks, and staff supervising sporting activities remain alert to the additional risks that can arise, including from unregulated contact via social media and messaging apps.

Safeguarding and School Premises

The school complies with the regulatory requirements relating to school premises, including maintaining the premises, accommodation and facilities to a standard that safeguards and promotes the welfare of students, and carrying out appropriate risk assessments of the school site.

Management of Safeguarding

The Governing Body ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of processes and policy. The school promotes an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the school's safeguarding responsibilities. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, the governing body and school leaders ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Governors read and comply with KCSIE and ensure all staff, whatever their role, read Part 1 of KCSIE in full, and that Annex A (Further information) is read as relevant to their role. They ensure that mechanisms are in place to assist all staff to understand and discharge their role and responsibilities as set out in Part 1 of the guidance. Governors ensure that the Safeguarding Policy is effective, in accordance with government guidance and local safeguarding partnership (Kent Safeguarding Children Multi Agency Partnership (KSCMP)) procedures, procedures are in place for appropriate responses to children who go missing from education, particularly on repeated occasions, and that the Staff Code of Conduct covers, amongst other things, acceptable use of technologies, staff/student relationships and communications including the use of social media. The school, as a Charity, also has regard to Charity Commission guidance on charity and trustee duties to safeguard children.

All governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated and includes awareness of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Governors ensure that children are taught about Safeguarding, including online safety. These issues are covered in PSHE lessons and assemblies and reinforced in the wider curriculum. The Head of PSHE uses <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health> to review the curriculum and works closely with the DSL. Governors ensure that the ICT filters are appropriate and monitoring systems are in place but are careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. ICT policies cover the 4 Cs in KCSIE:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

A review of the effectiveness of the school's filtering and monitoring systems is carried out at least once every academic year. This review is carried out by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT support, and includes checks that filtering is working appropriately on all internet-connected devices in

all relevant locations; a record of these checks is kept.

The Education Committee reviews online safety, and the DSL reports at least annually to the Board of Governors on Safeguarding. The policy is reviewed at least annually and when there is any change in guidance such as KCSIE or following any safeguarding issue, and is approved and endorsed by the Governors each year. The Governor who takes a lead on safeguarding is Mrs Anita Yuravlivker.

The Designated Safeguarding Lead (DSL) is the Deputy Head Pastoral, Mr Jon Lidiard. There are also a number of Deputy DSLs (DDSLs) trained to the same level as the DSL; these are listed on the Contacts page below. The DSL is the most likely person to have a complete safeguarding picture and to be the most appropriate person to advise on the response to safeguarding concerns. It is very unlikely that the DSL and all the Deputy DSLs would be away, but if so the Senior Deputy Head or the Deputy Head Boarding should be consulted and/or advice taken from local children's social care, with the DSL being informed as soon as possible. Robust cover arrangements are in place so that a trained DDSL is always contactable when the DSL is unavailable, including via a confidential shared safeguarding mailbox monitored by the DSL team.

The DSL takes lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children. Whilst the activities of the DSL can be delegated to appropriately trained Deputies, the ultimate lead responsibility for child protection remains with the DSL. The broad areas of responsibility of the DSL can be found in **Appendix 1**.

Safer Recruitment

Safer recruitment forms a key part of the school's safeguarding framework. The Governing Body and senior leadership ensure that recruitment practices are robust, compliant with KCSIE, and consistently applied. Oversight of safer recruitment is exercised through the Recruitment Policy and regular audit of the Single Central Record.

Training

All new staff are provided with induction training that includes reference to:

- the school's Safeguarding Policy and systems, including safeguarding response to children who go missing from education and the policy and procedures to deal with child-on-child abuse.
- the school's Online Safety Policy, including an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring.
- key personnel, including the identity of the DSL and DDSLs, and their roles.
- key policies including Behaviour, Attendance, Anti-bullying, Staff Code of Conduct, Whistleblowing and IT Terms of Use.
- the location of policies and the relevant sections of KCSIE and the requirement to read these as appropriate.

All staff receive safeguarding and child protection (including online safety) updates in person on an annual basis and full training every three years, alongside termly updates for student-facing staff. The DSL and Deputy DSLs attend Level 3 refresher training every two years as a minimum and all resident boarding staff and Divisional Heads undertake Prevent training. All staff are required to read and understand the relevant section(s) of KCSIE, following updates, on an annual basis.

Code of Conduct

Gives clear guidance for all staff and volunteers (including Governors) on how to maintain professional boundaries and must be read by all.

Professional Boundaries

It is important that students can talk to staff in confidence, but staff should be alert to potential risks in situations where they are in consultation with individuals (e.g. private tuition, music lessons, career consultations, monitoring of progress, counselling etc).

The following should enable children to be safe from harm and adults protected from false allegations or misunderstandings:

- Treat students with respect and dignity.
- Do not touch children in an inappropriate or intrusive manner. If a child is distressed a hug might be appropriate, but only in a public place or with other people present. If demonstrating, e.g. in Music, PE or Drama, always ask a student's permission if it would be helpful to touch them.

- One-to-one meetings should, where possible, take place in public or semi-public places, e.g. tutor rooms, classrooms with windows on the ground floor or staff offices. Avoid meeting in otherwise empty buildings, especially in evenings or at weekends. If in doubt, leave the door open or let a colleague know you are there.
- Do not invite students to your own home unless your child is a student and other students attend your home as their friends.
- Do not allow abusive peer activities, e.g. bullying or initiation ceremonies.
- Do not use physical punishment to control or discipline children.
- Try to avoid giving lifts in a car to an individual, if unavoidable tell a colleague.
- Use e-mail contact with students for professional purposes only; only use school e-mail and do not request or share private contact details (including addresses and phone numbers). Do not follow or become a friend of students on social media, including after you or they have recently left the school unless with the express permission of the DSL.
- Do not take a student alone to a pub, restaurant, theatre or other meeting place outside school. In circumstances where such a meeting is appropriate or essential, let a colleague know what you are doing. Do not buy alcoholic drinks for students even if they are over 18 at school events (e.g. Leavers' Ball) or on trips.

Reasonable Force and Restrictive Intervention

Staff may only use reasonable force, in line with the school's Behaviour Policy and current restrictive intervention guidance, to prevent a student from committing an offence, injuring themselves or others, or damaging property, or to maintain good order. Any use of force is recorded and reported to the DSL and Headmaster, and the student's parents are informed.

Allegations made against/concerns raised in relation to staff (including trainee teachers, volunteers and contractors)

The school promotes an open and transparent culture in which all concerns about adults, including low level concerns, are shared responsibly and with the right person, recorded and dealt with appropriately, in line with Part 4 of KCSIE and local Kent allegations management arrangements.

Referrals

Staff must report to the DSL any concern or allegation about school practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm. Although responsibility for appropriate action (liaison with KSCMP, consultation with Social Services or formal referral as a matter of child protection concern) rests with the Headmaster and the DSL, anyone can make a referral, if necessary. Staff must contact social services or ISI (for boarders) directly, e.g. if they felt it was urgent or they felt that a child protection concern already reported by them to the DSL was not being addressed, according to the normal school whistleblowing policy. Referrals must be made within 24 hours, but if, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. The DSL must follow up any referrals, escalating if the response seems inadequate. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Allegations or concerns about a staff member (including the DSL) that may meet the harm threshold (see below) should be reported to the Headmaster (or to the Chair of Governors either in his absence or where there is a potential conflict of interest in reporting to the Headmaster). An allegation about the Headmaster should be directed to the Chair of Governors, Mr Christopher Gill, or the designated Safeguarding Governor, Mrs Anita Yuravlivker, without informing the Headmaster. In each of these scenarios, the recipient of the report becomes the 'case manager'. Low level concerns (concerns about a staff member that do not meet the harm threshold – see below) should be reported to the DSL, Deputy Head Staff or Headmaster.

After resolving or concluding allegations or low-level concerns about staff, the Headmaster, along with the LADO, if involved, will review the case to identify lessons learned and any possible improvements.

Self-reporting

The school asks all staff on an annual basis to sign a form to confirm that there has been no change to their DBS status. They are required to give details if there has been a change, namely if they are subject to any order/other restrictions in respect to working with or caring for children, or any arrests, cautions, reprimands, warnings or convictions, either in the UK or abroad. Staff are also asked to confirm that they have not conducted themselves in a way that could meet the harm threshold as defined by KCSIE (see below). This includes behaviour that may have happened outside of school (known as a transferable risk).

In signing this form, staff also confirm that they will notify HR immediately of any such allegation, incident or concern pertaining to them, including behaviour that could meet the harm threshold, from that point on and for the duration

of their employment by the school.

Allegations that may meet the harm threshold

Allegations that may meet the harm threshold are those where it is alleged that a staff member has:

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

Allegations against staff which meet this threshold will be responded to and managed in line with Part 4 of KCSIE. In such cases the case manager will speak to the LADO, who provides advice and presides over any ensuing investigation, prior to investigating allegations. For supply staff, the agency must be kept fully informed and involved. A referral must be made within twenty-four hours. In cases of serious harm, the police should be informed from the outset. Discussions should be recorded in writing, communications with the student(s) and parents agreed and a decision taken as to whether suspension is appropriate. Every attempt must be made to maintain confidentiality and guard against unwanted publicity.

In such cases, suspension pending investigation would not be automatic; a decision would be made in each individual case. If a member of boarding staff were suspended alternative arrangements for their accommodation would be made. Allegations found to be malicious would be removed from HR records. Disciplinary action against student(s) making malicious allegations would be considered. Records of all other allegations would be kept but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

The school has a legal duty to refer to the 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. Compromise agreements cannot apply in this connection. Referrals should be made as soon as possible after the resignation or removal of the individual. If the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, the school must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral. <https://www.gov.uk/teacher-misconduct-regulating-the-teaching-profession>

Low level concerns

Allegations or concerns that do not meet the harm threshold may be deemed low level concerns. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and
 - does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- (If on receipt of a low-level concern there is any doubt as to whether the information in fact meets the harm threshold, the LADO will be consulted.)

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with children on a one-to-one basis in a secluded area or behind a closed door.
- using inappropriate sexualised, intimidating, or offensive language

As with all concerns, it is important that low level concerns are shared responsibly and with the right person, recorded and dealt with appropriately. Whilst the Headmaster will be the ultimate decision maker in respect of all low-level concerns about a member of staff, they can be reported confidentially to the DSL, Deputy Head Staff or Headmaster, who have shared oversight. Staff should feel confident to self-refer. Low-level concerns about someone employed by a supply agency or contractor should be shared in the same way. The concern will be recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified. Where a third party has raised the concern, as much evidence as possible will be collected by speaking:

- directly to the person who raised the concern (if known).
- to the individual involved and any witnesses.

All low-level concerns will be recorded in writing and will include:

- details of the concern.
- the context in which it arose.
- evidence collected by the DSL where the concern has been raised via a third party.
- the decision categorising the type of behaviour.
- action taken.
- the rationale for decisions and action taken.
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible).

The Headmaster, DSL and Deputy Head Staff review records so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies will be revised, or extra training delivered to minimise the risk of it happening again.

Contact details

DSL: Deputy Head Pastoral, Jon Lidiard jdl@sevenoaksschool.org

Deputy DSLs:

- Deputy Head Staff, Helen Tebay hpt@sevenoaksschool.org
- Sixth Form Divisional Head, Lizzie Seetharaman lus@sevenoaksschool.org
- Head of Lower School, Manuel Atkinson mca@sevenoaksschool.org
- Middle School Divisional Head, Paul McKeating pmk@sevenoaksschool.org

Headmaster: Jesse Elzinga hm@sevenoaksschool.org

Governor with responsibility for Child Protection: Mrs Anita Yuravlivker a.yuravlivker@sevenoaksschool.org

Chair of Governors: Mr Christopher Gill c.gill@sevenoaksschool.org

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 - KELSI](#)
- [Early Help contacts - KELSI](#)
- [Kent Family Hubs - Kent County Council](#)

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](#).

The NSPCC *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call: 0808 800 5000 – line is available from 10:00 AM to 4:00 PM, Monday to Friday or email: help@nspcc.org.uk

Safer Recruitment

The school is committed to safer recruitment practices as a fundamental part of safeguarding and promoting the welfare of children. The School ensures that:

- All recruitment processes are designed to deter, identify and reject unsuitable candidates.
- Appropriate pre-employment checks are carried out before an individual starts work.
- Staff involved in recruitment are appropriately trained in safer recruitment.

Full details of recruitment procedures, including pre-employment checks, vetting, online searches and the Single Central Record, are set out in the School's Recruitment Policy. All staff must comply with the Recruitment Policy and understand their role in maintaining safeguarding vigilance during recruitment.

Volunteers

Any proposal to use adult unpaid volunteers, or to engage a trainee teacher, needs to be referred to the Director of HR, who, with the Deputy Head Pastoral, will agree what level of checks are required.

Following the removal of the 'supervision exemption' from the definition of regulated activity by the Crime and Policing Act 2026, any volunteer who teaches, trains, instructs or supervises children on more than 3 days in a 30-day period, or overnight, is in regulated activity and must have an enhanced DBS check with barred list information, in the same way as staff, regardless of whether they are supervised. Volunteers undertaking less frequent or supervised activity will be risk-assessed by the Head of HR and appropriate checks put in place, having regard to the school's duties under the Public Sector Equality Duty. The school will refer to the DBS any volunteer, as well as any member of staff, who is removed from regulated activity because they have harmed, or pose a risk of harm to, a child.

Governors

Safeguarding checks for Governors are carried out in line with statutory requirements and are detailed in the Recruitment Policy. The Chair's enhanced DBS is countersigned by the Secretary of State.

Visitors to School

Normally visitors to school, including celebrities, would not have access to individual students and should be escorted by a member of staff at all times. Visiting examiners should have been checked elsewhere by exam-boards. Visitors to the school must be told in advance to report to Manor House, where they will sign in and out. They will be issued with a temporary pass which they must wear, and car details recorded. They will be escorted by their host or a tour guide unless, for example, they are accompanying an exchange programme for a number of days. When the school is hosting events at the Performing Arts Centre, delegates will be asked to report direct there, where they will be issued with temporary IDs and car registration numbers recorded. Visiting speakers are either recommended or known to us and an internet search of the background and risk assessment would be undertaken to ensure they are suitable. Normal procedures are followed but in addition a member of staff would be in the room during the talk and stop the talk if it were to become inappropriate.

Contractors must be signed in and issued with contractor's ID cards via the Estates Department. Deliveries will report to CH, the catering department or Estates.

Students off-site

The school obtains assurance that appropriate checks and procedures apply to any staff employed by another organization and working with the students on another site. Where this is impractical, e.g. on some trips abroad, staff from other organizations will not have unsupervised access to students. The school works with partner schools in exchanges to ensure that host families are appropriate. On study trips, language schools vet the host families.

Adults in boarding accommodation

Introduction

This guidance describes the school's expectations of the behaviour of all adults (over 16) who are not current students and who are accommodated in boarding house accommodation. It is designed to comply with modern standards of safeguarding, and to make sure that everyone clearly understands what is expected of them.

The restrictions on movements do not apply at times when the students are not on site. There may be some restrictions if the boarding house is let which will be conveyed to you at the time.

Declaration

All adult members of boarding households who are not current students at the school must declare a written undertaking to comply fully with this guidance, which relates to the safeguarding of pupils at the school. This guidance therefore forms part of the school safeguarding policy.

The school can insist that any individual who breaches this guidance and is not a member of staff removes themselves from school accommodation. There are additional procedures in place for individuals who are members of school staff.

Guidance for members of boarding staff

No boarders may have access to staff residential accommodation, other than in exceptional circumstances and with the express permission of staff and the Deputy Head Boarding. Even with permission, care must be taken as to what is appropriate. Individual meetings should take place in the BHM or House Matron's study. In exceptional circumstances, an individual boarder accompanied by two members of staff may enter staff accommodation.

Care must be taken that there is no favouritism or inappropriate one-to-one contact between staff and boarders.

Students must always use bathrooms in the boarding house, not in staff accommodation.

Babysitting

Boarders may not enter staff accommodation; it follows that they cannot babysit for staff children.

Day students may babysit, but only where parents are either colleagues or friends of the staff member, and when arrangements are made directly with the student's parents. Great care must be taken that safeguarding standards are maintained. Any day students babysitting may need to enter a child's bedroom, but only when the child is there. A student must never enter a staff member's bedroom. There is further guidance on this in the staff handbook.

Friends of household children

NMS 20.10 does not prevent boarders visiting their friends who live in staff residential accommodation. Day pupils or boarders from other houses who are good friends with a household child may enter a child's bedroom, but only when the child is there.

During term time boarders of the same boarding house should not venture beyond the kitchen, dining or sitting room of the boarding accommodation, and may only visit only when the child is there. Outside term time if a boarder from the same boarding house wishes to visit a household child, then boarding staff should give careful consideration as to whether this may cause a conflict of interest. In particular, care must be taken to avoid any possible allegations of favouritism or inappropriate relationships. Any overnight stays outside term by boarders from the same house should be declared to the Deputy Head Boarding.

Guidance for all members of the household Definition of Household

This includes anyone who regularly stays for one night a week or more. It would include children who are away at university and return during the holidays, or grandparents involved in regular overnight childcare.

DBS Checks

Any member of the household who is over the age of 16 and is not a current student at the school is required to have a DBS Check. This is required before the accommodation is occupied. The school will assist employees and their families in obtaining this clearance. It is the responsibility of the household member to notify HR if a member of their family reaches the age of 16 and therefore requires a DBS check, and to notify HR if any new individuals regularly stay unaccompanied in the household who may also require a DBS check.

Occupancy Rights

The school does not bestow any rights of occupancy or tenure on the spouses/partners/adult children/other members of the households of its boarding house staff who have elected to move into the accommodation provided to a member of the staff of Sevenoaks School for the performance of their duties. The employee alone signs an agreement with the school before taking up residence, covering the conditions of occupancy in school property. One of those conditions is that all adult members of their household/family residing with them comply with this guidance.

Induction in Safeguarding

Members of school staff receive regular safeguarding training. Members of the household who are over 16 but not members of school staff, nor students on the school roll, should read this guidance and return the required form to say that they have understood.

Contact with school students by members of the household not employed by the school

Adult members of the household who are not school employees must be conscious of the fact that they have no status regarding the students for whom their spouse/partner/parent is responsible.

Household members should not enter or attempt to use any of the areas that are designated for boarders, except for public areas of the house when invited to specific events or to access their accommodation, nor should they attempt to establish friendships with individual students. Any security measures must be respected.

The school employs Marshals who are instructed to check movements and to challenge individuals who appear to be moving in restricted areas. Please do not take offence if you are challenged.

Occasional guests – accommodation adjacent to the boarding house

This section applies to adult visitors who are neither members of the household as defined above, nor students at the school. It is the responsibility of the host to ensure the guidance is adhered to.

During the day

The principle is that occasional guests and regular visitors must not have unsupervised access to students. In practice this means that they:

- must not attempt to enter the areas that are designated for the boarders except to attend specific events, or if necessary to access their host's accommodation.
- should avoid engaging students in conversation
- should go straight to their host's house on entering the school and go straight to the nearest school exit on leaving
- should be asked to wear a visitor's badge and be escorted if they visit anywhere in the school apart from their host's accommodation; and
- should not be left alone in their host's accommodation

Staying overnight

Boarding house staff and their families may entertain guests in their houses during term-time and invite guests to stay overnight; but the host must ensure they are aware that certain restrictions apply because they are visiting a school. Permission should be sought in advance from the BHM.

Conclusion

The requirement to prioritise safeguarding in every aspect of school life means that it is necessary to impose certain constraints on the families, households and private guests of our house staff. This is not because they are unwelcome: on the contrary, we understand and value the support they provide to busy members of staff who work long hours.

Appendix 1 – The role of the DSL (as outlined in Annex B of KCSIE)

The DSL is expected to refer cases (and support staff who make referrals):

- of suspected abuse and neglect to the local authority children's social care
- to the Channel programme where there is a radicalisation concern
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- where a crime may have been committed to the Police.

The DSL is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with the Headmaster to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" (as per Part four) and the LADO for child protection concerns in cases which concern a staff member.
- liaise with staff as appropriate on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- oversee and liaise with those responsible for the school's mental health provision.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the Headmaster and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. The DSL should ensure that information is shared only where appropriate, both within school and between schools where children leave the school or college (including in year transfers). The DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college.

The DSL should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governors regarding this.
- ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

The DSL (and Deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational

outcomes.

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes.
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

It is important that children feel heard and understood. Therefore, DSLs should be supported in developing knowledge and skills to:

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

The DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018, the Data (Use and Access) Act 2025, and the UK General Data Protection Regulation (UK GDPR).
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Appendix 2 – Potential signs of abuse

PHYSICAL ABUSE

Determining whether an injury is accidental or non-accidental is a skilled job. It requires a full assessment of the injury, explanation, history and circumstances. Our Health Centre team are available (in the first instance) should a staff member need to refer/discuss a child who they deem to have one or more of the physical/behavioural indicators listed below.

There are a number of injuries which should be regarded with concern and may indicate a non-accidental cause. Some may need medical assessment and treatment, occasionally urgently. Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations, or a delay in seeking treatment for the child, should signal concern.

Physical indicators

- Unexplained injuries or burns, particularly if they are recurrent
- Untreated injuries or lingering injuries not attended to
- Bruises and abrasions around the face, particularly if they are recurring
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft areas of the face, e.g. cheeks
- Bite marks
- Burns or scalds (note the pattern and spread of the injury, e.g. cigarette burns)
- Wheals suggesting beatings

Behavioural indicators

- Improbable excuses given to explain injuries, or refusal to discuss injuries
- Admission of punishment which appears excessive
- Shrinks from physical contact
- Refusal/avoiding getting undressed for gym – keeps arms and legs covered in hot weather
- Fears medical help
- Self-harming behaviours
- Aggression towards others
- Over compliant behaviour or a 'watchful' attitude
- Deterioration in schoolwork
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries
- Fears or is reluctant to return home or to have parents contacted

NEGLECT

Severe neglect is often characterised by the child being underweight, small in stature and with a poor physique. The care of neglected children is often poor and they present as unwashed, unkempt and inadequately fed and clothed (e.g. thin cotton dresses and plastic sandals in snow). However, poverty, deprivation and neglect are not the same thing. Children may live in poverty but only a small number of these will be neglected. Assessment over time and with the help of other agencies is vital.

Physical indicators

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Untreated medical problems

Behavioural indicators

- Social isolation – does not join in and has few friends
- Low self-esteem
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking

EMOTIONAL ABUSE

Emotional abuse is often the most difficult to detect. A child might be clean and physically cared for but be emotionally neglected.

The parents' or carer's attitude to the child might be characterised by coldness, hostility, disinterest. They may resort to scapegoating or humiliating the child and the giving of age-inappropriate responsibilities. They may give the impression that the child can never please, or may have expectations which are inappropriate, excessive or unrealistic.

Physical indicators

- Delays in physical development, e.g. milestones delayed for underweight, lethargic (there may be medical reasons for this, medical advice is essential)
- Self-mutilation

Behavioural indicators

- Delays in intellectual development
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Social isolation – does not join in and has few friends
- Extremes of compliance, passivity and/or aggression/provocativeness
- Compulsive stealing, e.g. other children's packed lunches
- Rocking, thumb sucking, hair twisting, etc.
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

SEXUAL ABUSE

Sexual abuse affects a child or young person emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Often the indicators that a child is being sexually abused are exhibited through behaviour. Sexual abuse occurs in every class, cultural and occupational group. Sexually abused children may take refuge in an appearance of normality, e.g. some children immerse themselves in schoolwork as a way of 'blanking out' the abuse.

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 indicators

- 'Love bites'
- Other bite marks
- Self-harming behaviours (e.g. deep scratches/cuts on arms)
- Tiredness, lethargy
- Pregnancy or Sexually Transmitted Infections (STIs)

Behavioural indicators

- Sudden changes in behaviour and school performance
- Sexual awareness inappropriate to the child's age – shown for example in drawings, vocabulary, games, etc.
- Provocative sexual behaviour
- Frequent public masturbation
- Fear of undressing for gym
- Tendency to cry easily
- Regression to younger behaviour, e.g. thumb sucking, playing with discarded toys, acting like a baby
- Depression and withdrawal

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- be involved in abusive relationships
- intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education
- They may also show signs of sexual abuse or grooming.

Other signs

Patterns of absence and prolonged absence may be indicators of safeguarding issues including sexual abuse and exploitation.

Signs of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

Signs of Female Genital Mutilation

This is most likely to be identified through disclosures, but other indicators can be found here:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Appendix 3 – 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/>