Wittersham Child Protection and Safeguarding Policy 2026

We strive to cooperate and work alongside all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum and experiences that promote courage and a strong moral purpose underpinned by our Christian values, preparing them to become compassionate citizens within our rural community and the wider world.

Revision History

Version	Date	By	Description
V01	July 2022	Mr Hawkins	Rewritten and updated to include KCSIE 2022 guidance
V02	July 2023	Mr Hawkins	KCSIE 2023 Update

V03	September 2024	Mrs Coulson	Rewritten and updated to include KCSIE 2024 guidance
V04	September 2025	Mrs Coulson	Rewritten and updated to include KCSIE 2025 guidance
V05	September 2026	Mrs Coulson	Rewritten and updated to include KCSIE 2026 guidance

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

September 2026 – Mrs Coulson – Rewritten and updated to include Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026 guidance.

- Date written: September 2026
- Date of last update: September 2025
- Date ratified by Governing Board: 14th October 2026
- Date of next full review: September 2027

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

Key Contacts

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1. Child Focused Approach to Safeguarding

1.1 Wittersham Church of England Primary School – Safeguarding Statement

Wittersham Church of England Primary School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility, and all those directly connected with the school (staff, volunteers, governors, leaders, parents, families, and pupils) are an important part of the wider safeguarding system and have an essential role to play in making our community safe and secure.

We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account. Regardless of age, gender, ability, culture, race, language, religion, sexual identity, or orientation, all children have equal rights to protection.

Staff working with children at Wittersham Church of England Primary School maintain an attitude of *"it could happen here"* where safeguarding is concerned. When worried about the welfare of a child, staff will always act in the best interests of the child. If any member of our community has a safeguarding concern about any child or adult, they should act immediately.

Wittersham Church of England Primary School recognises the importance of creating an ethos and environment that helps children to be safe and to feel safe. Children are respected, encouraged to talk openly, and their voices are valued. We ensure children's wishes and feelings are considered when determining safeguarding action and when providing support.

Our Core Safeguarding Principles

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safeguarding is everyone's responsibility.
- All children, without exception, have the right to protection from abuse, neglect, exploitation, and discrimination.
- All concerns will be taken seriously and acted upon promptly, following statutory guidance and school procedures.
- We work in partnership with children, parents, carers, and other agencies to keep children safe.
- A safe and nurturing environment, underpinned by our Christian values of **Courage, Compassion and Cooperation**, enables children to thrive and flourish.

1.2 Safeguarding Aims

Our safeguarding work is underpinned by four strands:

Prevention

- Establishing a positive, supportive, inclusive and safe culture.
- Providing a curriculum and pastoral opportunities that empower children.
- Teaching children how to recognise unsafe situations and seek help.
- Embedding safer recruitment and appropriate vetting procedures.
- Identifying needs and providing support as early as possible.

Protection

- Following agreed safeguarding and child protection procedures.
- Ensuring staff are trained and confident in recognising and responding to concerns.
- Acting immediately where children may be at risk of harm.

Support

- Providing appropriate support for pupils and families.
- Offering targeted interventions where children may be vulnerable.
- Working to ensure safeguarding, welfare and educational outcomes are considered together.

Working with Parents and Agencies

- Communicating appropriately and promptly when safeguarding concerns arise.
- Working collaboratively with parents and carers wherever this is safe.
- Developing effective partnerships with safeguarding agencies and other professionals.

1.3 Policy Context

This policy has been developed in accordance with:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education and Inspections Act 2006
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Early Years Foundation Stage statutory framework
- Human Rights Act 1998
- Equality Act 2010 and Public Sector Equality Duty
- Data Protection Act 2018
- UK GDPR
- Data (Use and Access) Act 2025
- Counter-Terrorism and Security Act 2015
- Prevent Duty guidance
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Crime and Policing Act 2026

- Kent Safeguarding Children Multi-Agency Partnership procedures
- Kent Support Levels Guidance
- DfE statutory attendance guidance

- DfE filtering and monitoring standards
- relevant DfE and UKCIS safeguarding guidance.

1.4 Definition of Safeguarding

Safeguarding and promoting the welfare of children means:

- providing help and support to meet children's needs as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding issues include, but are not limited to:

- abuse and neglect
- bullying and cyberbullying
- child-on-child abuse, including harassment and violence
- harmful sexual behaviour
- sexual harassment and sexual violence
- child sexual exploitation
- child criminal exploitation
- county lines and organised criminal networks
- serious violence and knife crime
- modern slavery and trafficking
- domestic abuse
- teenage relationship abuse
- child-to-parent or caregiver abuse
- financial exploitation
- online abuse
- making or sharing nudes or semi-nudes
- AI-generated or digitally altered sexual imagery
- misogyny and misandry
- racism and discriminatory abuse
- radicalisation and terrorism
- honour or faith-based abuse
- female genital mutilation
- forced marriage
- mental health concerns where linked to safeguarding
- children absent from education

- children missing from home or care
- homelessness and temporary accommodation
- private fostering
- fabricated or induced illness
- substance misuse
- cybercrime.

1.5 Related Policies

This policy should be read alongside the school's:

- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Mobile and Smart Technology Policy
- Artificial Intelligence Policy
- Data Protection and Information Sharing Policy
- Image Use/Photography Policy
- Relationships, Sex and Health Education Policy
- Attendance Policy
- Health and Safety Policy
- Intimate Care Policy
- Managing Allegations Against Staff Policy
- Low-Level Concerns Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Whistleblowing Policy
- SEND Policy
- Acceptable Use Policies
- relevant risk assessments.

1.6 Policy Compliance, Monitoring and Review

Wittersham Church of England Primary School will review this policy at least annually and update it where required in light of:

- changes to national or local guidance;
- legislative change;
- emerging safeguarding issues;
- significant safeguarding incidents or learning;
- changes to school procedures or practice.

All staff, including temporary, agency and third-party staff, will have access to this policy.

Staff will confirm that they have read and understood the required information.

Policies will be available to parents and carers and published on the school website where appropriate.

The Governing Board will review safeguarding arrangements and receive regular reports from the DSL. Reports to governors will maintain appropriate confidentiality and will not unnecessarily identify individual children or families.

2. Key Responsibilities

2.1 Governing Board and Leadership

The Governing Board and leadership team have strategic responsibility for safeguarding arrangements and will comply with their statutory duties.

The Governing Board will facilitate a whole-school approach to safeguarding, ensuring that policies, systems and processes operate with the best interests of the child at their heart.

The Governing Board will:
• take strategic leadership responsibility for safeguarding;
• ensure compliance with safeguarding legislation and KCSIE 2026;
• ensure safeguarding systems and policies remain effective;
• promote appropriate multi-agency working;
• ensure policies reflect Kent safeguarding procedures and thresholds;
• ensure staff understand their safeguarding responsibilities;
• appoint a senior board-level lead for safeguarding;
• appoint a DSL from the senior leadership team and appropriate DDSLs;
• ensure children's wishes and feelings are considered;
• ensure children know how to report concerns and trust that they will be taken seriously;
• ensure personal information is shared appropriately;
• ensure safeguarding policies are reviewed at least annually;
• ensure children are taught about safeguarding and online safety;
• ensure safer recruitment procedures are followed;
• ensure appropriate checks are undertaken;
• ensure at least one appropriately trained safer recruitment panel member participates in recruitment processes;
• ensure mental health and safeguarding systems are clearly understood;
• ensure child-on-child abuse procedures are effective;
• ensure arrangements are in place to manage allegations and low-level concerns;
• ensure all governors receive appropriate safeguarding training;
• ensure the school has an appropriate safeguarding response to children who are absent from education;
• ensure the school complies with the Human Rights Act, Equality Act, Public Sector Equality

Duty and relevant data protection legislation.

The Headteacher will ensure that policies and procedures adopted by the Governing Board are understood and implemented by staff.

2.2 Designated Safeguarding Lead

The DSL is Mrs Stella Coulson, Headteacher.

The DDSLs are Mrs Lynsey Scott, Mrs Carly Catt and Mrs Claire Sterriker Rhodes

The DSL has lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring.

The DSL will:

• provide safeguarding advice and support to staff;
• manage referrals to children's social care, police, Channel and other agencies as appropriate;
• maintain confidential safeguarding records;
• coordinate safeguarding action;
• work with parents and carers where appropriate;
• liaise with the SENCO, teachers, pastoral staff, mental health leads, IT support and external professionals;
• promote the educational outcomes of children who have or have had a social worker;
• ensure safeguarding information is appropriately shared;
• ensure staff receive appropriate training and updates;
• ensure safeguarding arrangements remain effective.

DSL Availability

The DSL or a DDSL should be available during school hours for staff to discuss safeguarding concerns.

DSL Training

The DSL and DDSLs will undergo appropriate training which will be updated at least every two years.

Their knowledge and skills will also be refreshed at regular intervals and at least annually.

Staff are particularly well placed to identify changes in children's behaviour or presentation, recognise concerns early, provide support and prevent concerns escalating.

All staff are responsible for:
• providing a safe environment in which children can learn;

- understanding safeguarding procedures;
- knowing who the DSL and DDSLs are;
- recognising indicators of abuse, neglect and exploitation;
- recognising indicators of modern slavery;
- maintaining professional curiosity;
- understanding that abuse and safeguarding issues frequently overlap;
- knowing how to respond to a disclosure;
- knowing how and when to report a concern;
- understanding CPOMS recording procedures;
- maintaining appropriate confidentiality;
- reassuring children who report concerns;
- taking children seriously;
- undertaking appropriate safeguarding training;
- understanding online safety, filtering and monitoring responsibilities;
- identifying children who may require additional support;
- understanding the local Family Help process and the distinction between community-based Early Help, targeted early help through Family Help and statutory intervention;
- supporting other agencies following referrals where required;
- acting in accordance with the Teachers' Standards where applicable;
- challenging inappropriate or abusive behaviour;
- reporting concerns regarding adults working within the school.

Staff recognise that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited. They may not recognise their experiences as harmful.

Children may experience barriers to disclosure because of fear, embarrassment, threats, disability, additional needs, language, sexuality or other vulnerabilities.

This will never prevent staff from exercising professional curiosity and speaking to the DSL.

2.4 Children and Young People

Children have a right to:

- feel safe;
- be listened to;
- have their wishes and feelings considered;
- report abuse, neglect or exploitation confidently;
- know that concerns will be taken seriously;
- receive help from trusted adults;
- contribute appropriately to safeguarding culture and policy;
- learn how to keep themselves and others safe;
- learn how to keep themselves safe online.

2.5 Parents and Carers

Parents and carers are encouraged to:

- understand and follow relevant school policies;
- talk to their children about safeguarding;
- support school safeguarding approaches;
- identify behaviours that could indicate risk;
- remain aware of their children's online experiences;
- seek help from school or other agencies where needed.

The school will work openly with parents and carers wherever possible.

However, the child's safety remains paramount. Parents or carers will not be informed before a referral or safeguarding action if doing so would increase risk to a child, prejudice an investigation or otherwise be unsafe.

3. Child Protection Procedures

3.1 Recognising Indicators of Abuse, Neglect and Exploitation

Staff will maintain an attitude of 'it could happen here'.

All staff will be aware of the indicators of abuse, neglect and exploitation and understand that children can be at risk:

- inside school;
- outside school;
- inside their home;
- outside their home;
- in the wider community;
- online.

Staff will understand that safeguarding issues are rarely standalone and that multiple issues may overlap.

Staff will also recognise that children can cause harm to parents or other family members, sometimes referred to as child-to-parent or caregiver abuse.

The four recognised categories of abuse remain:

- physical abuse;
- sexual abuse;
- emotional abuse;
- neglect.

Extra-familial harms can include sexual exploitation, criminal exploitation, financial exploitation, serious youth violence, county lines, radicalisation and abuse in intimate teenage

relationships.

Technology may facilitate or compound abuse and exploitation.

3.2 Responding to a Disclosure

If staff become aware of a child protection concern they should:
- listen carefully;
- remain calm;
- use the child's own language;
- be non-judgemental;
- avoid leading questions;
- use open questions only where necessary to clarify information;
- use prompts such as Tell, Explain and Describe where appropriate;
- not promise confidentiality;
- reassure the child they have done the right thing by speaking;
- explain what will happen next;
- record the concern factually;
- inform the DSL or DDSL without delay.

Staff must not investigate safeguarding allegations themselves.

If staff are unsure whether something is a safeguarding concern, they should speak to the DSL or DDSL.

If the DSL/DDSL is unavailable, this must not delay action.

Staff may speak to another senior leader, seek advice from Kent's Front Door Service or make a direct request for support where necessary.

Any action will subsequently be shared with the DSL as soon as possible.

3.3 Family Help and Kent Support Levels

Any child may benefit from support before statutory intervention.

All staff should be particularly alert to children who:

- are disabled or have certain health conditions;
- have SEND, with or without an EHCP;
- have mental health needs;
- are young carers;

• are pregnant and/or parents themselves;

• have exhibited early signs of abusive, violent or harmful behaviour;

• are being drawn into antisocial behaviour, gangs, organised crime or county lines;

• are frequently absent or missing from education, home or care;

• have experienced repeated removal from lessons, multiple suspensions, part-time timetables or risk of permanent exclusion;

• are at risk of exploitation, trafficking or modern slavery;
• are at risk of radicalisation;
• have a parent/carer in custody;
• are affected by parental offending;
• experience family circumstances involving substance misuse, adult mental health concerns or domestic abuse;
• misuse alcohol or drugs themselves;
• are at risk of honour or faith-based abuse;
• are privately fostered.

Kent Support Levels

The school follows the current Kent Support Level Guidance:

Level 1 – children whose needs are met and who thrive through universal services.

Level 2 – children with some emerging or additional needs which can be supported through universal services, community-based Early Help and related services.

Level 3 – children with multiple or complex needs requiring coordinated multi-agency support. This can include targeted early help and statutory section 17 support through Family Help.

Level 4 – children where there is actual or likely significant harm requiring a statutory multi-agency response under section 47.

Where support is appropriate, the DSL/DDSL may:

• coordinate school support;
• access community-based services;
• engage with Family Hubs;
• seek a District Conversation with Early Help where appropriate;
• submit a Request for Support through the Kent Children's Portal;
• contribute to a Family Help assessment;
• participate in a multi-agency team around the family;

• monitor progress and escalate concerns where necessary.
At Level 3, agreement to engage with Family Help will ordinarily be sought from the family.

Where there is reasonable cause to suspect actual or likely significant harm, a Request for Support must be made. Parental consent is not required to share information where a child needs protection, although parents should normally be informed where safe to do so.

3.4 Statutory Intervention

Where a child is suffering, or is likely to suffer, significant harm, or is in immediate danger, action will be taken immediately.

This may include a referral to:

• Kent Children's Social Care;
• police;
• emergency services.

Where there is immediate danger, 999 will be called.

Staff understand the relevance of:

- Section 17 Children Act 1989 – children in need;
- Section 47 Children Act 1989 – reasonable cause to suspect significant harm;
- Section 20 Children Act 1989 – accommodation of children;
- Section 31 Children Act 1989 – care and supervision orders.

The school will not undertake its own investigation where a statutory child protection investigation is required.

3.5 Recording Concerns – CPOMS

All safeguarding concerns, discussions, decisions and reasons for decisions will be recorded.

Wittersham Church of England Primary School uses CPOMS.

Records should:

• be made promptly;
• use the child's own words where possible;
• contain a clear summary of the concern;
• identify how the concern was followed up;
• record actions;
• record decisions;
• record reasons for decisions;

- record outcomes;
- be factual and objective.

Safeguarding records should clearly distinguish between observed information, professional opinion and historical information.

Adults should be identified by full name wherever possible.

Body maps will be completed where appropriate.

Urgent safeguarding action must never be delayed in order to complete CPOMS.

Child protection records will be confidential and securely stored.

3.6 Transfer of Child Protection Files

When a child transfers school, child protection information will be transferred securely and separately from the main pupil record.

It will be transferred:

- as soon as possible;
- within five days for an in-year transfer; or
- within the first five days of a new term.

Confirmation of receipt will be obtained.

When a child protection file is transferred, the school will include a clear and structured summary identifying:

- current safeguarding concerns;
- relevant context;
- ongoing support needs.

Historic information will be distinguished from current safeguarding concerns.

The receiving DSL should review safeguarding information so key risks and needs are clearly understood.

Safeguarding information must be used to support, rather than disadvantage, a child.

If received information is unclear or incomplete, clarification should be sought.

Where significant concerns exist, including serious violence, harmful behaviour, previous abuse,

social worker involvement or Channel support, the DSL will consider sharing information before transition and will make direct contact with the receiving DSL where appropriate.

Where a child joins Wittersham and expected safeguarding information has not arrived, the DSL will contact the previous setting.

3.7 Multi-Agency Working

Wittersham recognises the essential role education plays in multi-agency safeguarding.

The school will cooperate with:

- Kent Children's Social Care;
- police;
- health services;
- Family Help;
- Family Hubs;
- KSCMP;
- other relevant professionals and organisations.

School staff may contribute to:

- Family Help assessments;
- Child in Need plans;
- Child Protection Conferences;
- Core Groups;
- Strategy Discussions;
- section 47 enquiries;
- Team Around the Family arrangements;
- Channel;
- other relevant multi-agency plans.

The school will allow appropriate access to children by children's social care for statutory assessments.

3.8 Confidentiality and Information Sharing

Wittersham recognises the importance of timely, proportionate information sharing in safeguarding children.

Data protection legislation does not prevent information being shared for safeguarding purposes.

Staff will not allow fear about data protection to stand in the way of protecting a child.

Staff will only involve those who need to be involved.

Staff will never promise a child complete confidentiality.

When deciding whether to share information the school will consider:
• the purpose of sharing;
• what information is required;
• whether it is relevant and proportionate;
• who needs the information;
• whether sharing creates a risk;
• whether not sharing creates a risk;
• the child's safety and best interests.
Information will be:
• necessary;
• proportionate;
• relevant;
• adequate;
• accurate;
• timely;
• secure.

Decisions about sharing or not sharing information, including the rationale, will be recorded.

The school's Data Protection Officer is provided through Satswana.

Satswana
Pembroke House
St Christopher's Place
Farnborough
Hampshire
GU14 0NH

Telephone: 01252 516898
Email: info@satswana.com

Where reasonably possible, the school will hold more than one emergency contact number for each pupil.

3.9 Complaints and Whistleblowing

All members of the school community should feel able to raise concerns about a child's safety or failures within the safeguarding system.

The school has an established complaints procedure.

Safeguarding concerns that constitute allegations about staff will be managed under the

appropriate safeguarding procedures rather than ordinary complaints procedures.

Children, young people and adults who have experienced abuse in education may access the NSPCC Report Abuse in Education helpline.

Staff who believe safeguarding concerns are not being addressed may use the school Whistleblowing Policy.

Staff may also access the NSPCC Whistleblowing Advice Line where appropriate.

The leadership team will take concerns regarding safeguarding failures seriously.

4. Specific Safeguarding Issues

4.1 Child-on-Child Abuse, Including Harassment and Violence

All staff recognise that children can abuse other children.

This can occur:
• inside school;
• outside school;
• online;
• within relationships;
• between individuals;
• within groups.
Child-on-child abuse can include:
• bullying;
• cyberbullying;
• discriminatory or prejudice-based bullying;
• abuse within intimate relationships;
• physical abuse;
• serious physical harm;
• threats involving weapons;
• sexual violence;
• sexual harassment;
• harmful sexual behaviour;
• causing someone to engage in sexual activity without consent;
• making or sharing nudes or semi-nudes;
• upskirting;
• initiation/hazing;
• abusive or harassing online communications;
• misogynistic or misandrist messages;
• unwanted sharing of pornography or abusive imagery.

No abuse will be dismissed as:

'banter';
'having a laugh';
'part of growing up';
'boys being boys';
'girls being girls'.

4.2 Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

Even if no incidents have been reported, staff must not assume abuse is not occurring.

All staff must challenge inappropriate behaviour.

The DSL will consider appropriate risk and needs assessment, support, parental involvement and referrals.

Sexual violence and harassment can occur:

- between children of any age or sex;
- individually or in groups;
- face to face;
- online;
- verbally;
- physically.

All incidents will be taken seriously.

The child who reports harm will be reassured that they:

- are being taken seriously;
- will be supported;
- will be kept safe;
- have not caused a problem by reporting;
- should not feel ashamed.

Staff recognise that trauma may affect memory and that an initial disclosure may not contain a complete account.

An immediate risk and needs assessment will be considered by the DSL.

It will consider:

- the child harmed;
- the alleged perpetrator;

- other children;
- age and developmental stage;
- power imbalance;
- coercion;
- frequency;
- patterns of behaviour;
- online elements;
- contextual risk;
- intimate relationship factors;
- risks to siblings or peers;
- whether a crime may have occurred.

Appropriate advice may be sought from children's social care or police.

4.3 Making or Sharing Nudes and Semi-Nudes

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual.

Staff must:

- report the concern immediately to the DSL;
- not view imagery unnecessarily;
- not share or forward imagery;
- not copy or save imagery;
- not ask a child to send the imagery;
- not blame or shame those involved;
- explain that the concern must be shared with the DSL.

KCSIE 2026 expressly states that imagery can be:

- taken by the child;
- taken or created by another person;
- digitally altered; or
- wholly generated using artificial intelligence.

This includes imagery sometimes described as 'deepfakes' or 'deep nudes'.

AI-generated sexual imagery involving a child will therefore be treated as a safeguarding concern even where an original photograph does not exist.

The school will follow current UKCIS guidance and KSCMP procedures.

4.4 Child Sexual Exploitation and Child Criminal Exploitation

CSE and CCE are forms of abuse involving an imbalance of power.

Children may be coerced, manipulated or deceived into sexual or criminal activity.

Exploitation may be committed or facilitated by an individual, organised network or gang, and a child may identify themselves as being part of the group exploiting them.

Criminal exploitation can constitute modern slavery.

Staff will consider the possibility that children who appear to have committed offences have been coerced or exploited. Children should not automatically be viewed as offenders when their behaviour may be the consequence of exploitation.

Signs can include:

- unexplained money or gifts;
- new relationships;
- older associates;
- unexplained absence;
- going missing;
- carrying weapons;
- drug-related activity;
- unexplained injuries;
- deterioration in attendance;
- deterioration in attainment;
- changes in behaviour;
- fearfulness;
- secrecy.

Concerns must be reported to the DSL immediately.

4.5 Serious Violence and Knife Crime

Staff should be alert to indicators that a child may be at risk of serious violence, including:

- increased absence;
- decline in educational engagement;
- changes in friendships;
- relationships with older individuals or groups;
- unexplained gifts or money;
- unexplained injuries;
- possession of weapons;
- threats involving weapons;
- changes in behaviour or wellbeing;
- involvement with gangs or organised crime.

Concerns about weapons or serious violence will be treated as safeguarding concerns and referred immediately to the DSL.

The school will work with police, children's social care and other agencies where necessary.

4.6 So-Called Honour or Faith-Based Abuse

All forms of so-called honour or faith-based abuse are safeguarding concerns.

This includes:

- Female Genital Mutilation;
- forced marriage;
- abuse linked to perceived honour;
- abuse justified through faith or belief.

Teachers have a statutory duty to report directly to police when, in the course of their professional duties, they discover that FGM appears to have been carried out on a girl under 18.

Other concerns relating to FGM should be reported to the DSL.

4.7 Preventing Radicalisation

Wittersham recognises its duty under the Counter-Terrorism and Security Act 2015 to have due regard to preventing people from being drawn into terrorism.

Staff will be alert to concerns and report them to the DSL. The DSL will consider advice, support and referral to Channel as required..

Immediate threats will be reported to 999.

4.8 Cybercrime

Wittersham recognises that children with particular skill or interest in technology may inadvertently or deliberately become involved in:

- cyber-enabled crime; or

- cyber-dependent crime.

This can include unauthorised access to computer systems, denial-of-service attacks or creating or distributing malicious software.

Concerns regarding cyber-dependent offending will be referred to the DSL. The DSL may consider the Cyber Choices programme or other appropriate support.

Cyber-enabled crimes such as fraud, exploitation, illegal purchasing, bullying or child sexual abuse will be addressed through the appropriate safeguarding and law-enforcement routes.

Domestic abuse may include:

- physical abuse;
- sexual abuse;
- emotional or psychological abuse;
- economic abuse;
- coercive control;
- controlling behaviour.

Children can be victims of domestic abuse in their own right. They may:

- see it;
- hear it;
- experience its effects;
- experience abuse within their own intimate relationships.

Wittersham is an Operation Encompass school.

Operation Encompass enables police to provide schools with information relating to domestic abuse incidents involving children so that timely support can be offered. Operation Encompass does not replace normal safeguarding referral procedures.

Where concerns reach safeguarding thresholds, the DSL will take appropriate additional action.

4.10 Mental Health

All staff recognise that mental health problems can sometimes indicate that a child has suffered or is at risk of abuse, neglect or exploitation.

Staff are not expected to diagnose mental health conditions.

Staff are well placed to observe changes in:

- behaviour;
- mood;
- presentation;
- attendance;
- relationships;
- engagement with learning;
- self-care.

Staff should consider mental health within the wider context of safeguarding, trauma, adversity

and the child's individual circumstances.

If a mental health concern is also a safeguarding concern, staff must speak to the DSL immediately.

The DSL may liaise with:

- the SENCO;
- Senior Mental Health Lead;
- school pastoral support;
- health professionals;
- mental health support teams;
- children's social care;
- other agencies.

5. Children Potentially at Greater Risk of Harm

5.1 SEND

Children with SEND can face additional safeguarding barriers.

These can include:

- communication difficulties;
- assumptions that behaviour relates to SEND rather than abuse;
- increased vulnerability to bullying;
- increased online vulnerability;
- difficulty recognising unsafe behaviour;
- greater dependency on adults;
- difficulty communicating concerns.

Staff will not automatically attribute injuries, behaviour changes, mood changes or other indicators to disability or SEND.

Children will be supported to communicate using methods appropriate to their needs.

The DSL and SENCO will work closely together where required.

The school will consider appropriate equipment and adaptations in intimate or personal care arrangements.

5.2 Children Requiring Mental Health Support

The school has an important role in supporting pupils' mental health and wellbeing.

Concerns will be shared with appropriate members of staff. Where the concern is linked to safeguarding, the DSL must be involved.

Pastoral support and external referral will be considered according to need.

Age-appropriate education will promote resilience, positive mental health and help-seeking.

5.3 Children with Medical Conditions

Staff will consider whether:
- medical needs increase reliance on adults;
- personal or intimate care creates additional safeguarding considerations;
- injuries or symptoms are unexplained;
- treatment is being withheld or misused;
- attendance associated with medical needs masks wider safeguarding concerns;
- a parent/carer's response to medical needs raises concern.

The DSL, SENCO and appropriate health professionals will work together as required.

5.4 Young Carers

Young carers may experience:
- increased responsibility;
- reduced attendance;
- lateness;
- fatigue;
- anxiety;
- reduced participation in activities;
- social isolation;
- pressure on learning and wellbeing.

Staff will identify and support young carers and consider community Early Help, Family Help or other appropriate services where necessary.

5.5 Children Absent from Education

Repeated or prolonged absence can be a vital warning sign of safeguarding concerns.

These may include:
- neglect;
- child sexual exploitation;
- child criminal exploitation;
- county lines;
- domestic abuse;
- trafficking;

- radicalisation;
- other harms.

Attendance will be monitored carefully.

Where a child has a social worker or is otherwise vulnerable, absence will be considered within the child's wider safeguarding circumstances.

The school will make reasonable efforts to hold more than one emergency contact number.

The school will fulfil statutory duties relating to Children Missing Education.

5.6 Elective Home Education

Where parents indicate an intention to remove a child from school for elective home education, the school will work with:

- the child;
- parents/carers;
- the local authority;
- relevant professionals.

Safeguarding information will be considered before removal from roll.

Where a child is vulnerable, a meeting may be appropriate to ensure the implications of EHE are understood and the child's best interests remain central.

The local authority will be notified in accordance with statutory requirements.

5.7 Children Who Need a Social Worker

The DSL will hold appropriate details of social workers.

Information about social care involvement will be used to inform decisions about:

- attendance;
- pastoral support;
- safeguarding;
- reasonable adjustments;
- learning;
- educational outcomes.

The school recognises that the impact of abuse and social care involvement may continue after statutory intervention has ended.

5.8 Looked-After and Previously Looked-After Children

Wittersham recognises that children often become looked after because of abuse, neglect or other significant adversity.

The Designated Teacher is Mrs Stella Coulson.

The Designated Teacher will work with:
- the DSL;
- social workers;
- Virtual School Kent;
- carers;
- relevant local authorities.

Appropriate staff will understand:
- legal status;
- care arrangements;
- contact arrangements;
- delegated authority.

The DSL will hold social worker and Virtual School Head information where relevant.

5.9 Private Fostering

Private fostering occurs where a child under 16, or under 18 if disabled, is cared for and accommodated for 28 days or more by someone who is not:
- a parent;
- a person with parental responsibility; or
- a close relative.

When the school becomes aware of a private fostering arrangement it will notify the local authority so the arrangement can be assessed.

5.10 Children Who Are LGB or Gender-Questioning

Being lesbian, gay or bisexual is not in itself a safeguarding risk.

Children who are LGB or perceived to be can, however, experience:
- bullying;
- discrimination;
- harassment;
- abuse;
- barriers to disclosure.

The school will provide trusted adults and safe routes for concerns to be shared. Any support will be considered carefully and individually, with safeguarding needs remaining central. Parents/carers will ordinarily be involved unless doing so would create a significant risk of

harm.

The school will follow current statutory and departmental guidance.

5.11 Children in Temporary Accommodation

Where the school becomes aware that a child or family is living in temporary accommodation, staff will consider:
- stability;
- travel arrangements;
- attendance;
- wellbeing;
- basic needs;
- suitability of accommodation;
- any wider safeguarding concern.

Information will be shared with appropriate agencies where required.

6. Online Safety and Personal Electronic Devices

Online safety is an essential part of safeguarding.

The school adopts a whole-school approach, considering online safety across:
- safeguarding policy;
- behaviour;
- curriculum;
- staff training;
- DSL responsibilities;
- filtering and monitoring;
- parental engagement;
- SEND provision;
- technology use.

Online safety risks fall within four broad areas:

Content: Exposure to harmful or illegal material, including pornography, racism, misogyny, self-harm content, suicide content, misinformation, violence, radicalisation and extremist material.

Contact: Harmful interaction with others, including grooming, exploitation, peer pressure and adults posing as children.

Conduct: Online behaviour which causes or increases harm, including bullying, abusive communication and making or sharing nudes.

Commerce: Financial and commercial risks, including scams, gambling, inappropriate advertising and phishing.

6.1 Artificial Intelligence

The school recognises potential educational and operational benefits of generative AI.

It also recognises risks including:
- bullying;
- harassment;
- exploitation;
- child sexual abuse material;
- privacy breaches;
- data protection;
- inaccurate information;
- harmful or biased information;
- plagiarism;
- inappropriate content;
- ethical and legal concerns;
- deepfake imagery.

Use of AI will comply with school policy, risk assessment, data protection, filtering and monitoring requirements.

AI-generated sexual imagery involving children will be managed as a safeguarding concern.

6.2 Filtering and Monitoring

The school will take reasonable steps to limit children's exposure to online risk through school systems.

Appropriate filtering and monitoring will be maintained.

Staff must understand:
- what systems are in place;
- their own responsibilities;
- how to report concerns;
- what action to take if unsuitable content is encountered.

Filtering must not create unreasonable over-blocking that restricts legitimate curriculum access.

A review of the effectiveness of filtering and monitoring will be completed at least once every academic year.

The review should be carried out by the SLT member responsible for filtering and monitoring, supported by the DSL and IT support.

It will include checks that filtering operates appropriately on internet-connected devices in relevant locations.

A record of these checks will be retained.

Illegal online content will be reported to appropriate agencies.

6.3 Information Security and Access Management

The school will maintain appropriate information security arrangements.

These will include, as appropriate:
- access controls;
- passwords;
- system security;
- updates;
- backup arrangements;
- appropriate monitoring;
- cyber-security measures;
- staff training.

Procedures will be periodically reviewed in light of evolving cyber-security risks.

6.4 Remote and Online Learning

Any remote sharing of information or delivery of learning will comply with:
- safeguarding procedures;
- privacy requirements;
- data protection;
- acceptable use expectations.

Communication with pupils and parents will normally use approved school systems such as:
- school email;
- Google Classroom;
- Class Dojo;
- approved school telephone channels.

Staff will follow professional boundaries and safer working expectations.

Safeguarding concerns disclosed during remote learning will be treated in exactly the same way as concerns raised in school.

6.5 Staff Training in Online Safety

Online safety training will form part of safeguarding induction.

Ongoing online safety training will be integrated into the school's wider safeguarding approach.

Training will include:
- filtering and monitoring;
- AI;
- online abuse;
- making and sharing nudes;
- grooming;
- cyberbullying;
- misinformation;
- radicalisation;
- exploitation;
- privacy and data protection.

6.6 Educating Pupils

Children will receive age-appropriate online safety education.

Curriculum provision will enable children to:
- understand online risk;
- recognise inappropriate behaviour;
- understand healthy boundaries;
- know how to report concerns;
- consider the reliability of information;
- understand privacy;
- understand consent;
- understand the risks of image sharing;
- use technology responsibly.

Provision will be adapted for pupils with SEND.

6.7 Working with Parents and Carers

The school will support parents and carers to understand online benefits and risks.

This may include:
- information on the website;
- newsletters;
- workshops;
- safeguarding information;

- communication about filtering and monitoring;
- age-appropriate online safety resources.

Parents will be helped to understand:
- what pupils may access online in school;
- relevant school systems;
- expectations for pupil behaviour;
- online safety risks.

6.8 Mobile Phones and Smart Technology

The use of personal electronic devices by staff and pupils is managed through school policy.

The school will have clear expectations concerning:
- pupil mobile phones;
- staff personal phones;
- smart watches;
- cameras;
- recording devices;
- internet-connected technology.

Personal devices must not be used to photograph or record pupils except where expressly authorised under school procedures.

Staff will report concerning use of personal electronic devices.

7. Staff Engagement and Expectations

7.1 Awareness, Induction and Training

All new staff, supply staff, agency staff, third-party staff and appropriate volunteers will receive safeguarding induction.

This will include:
- this policy;
- Part One of KCSIE 2026;
- DSL/DDSL identities;
- behaviour expectations;
- Staff Code of Conduct;
- child-on-child abuse;
- responding to disclosure;
- CPOMS;
- allegations and low-level concerns;
- whistleblowing;

- attendance safeguarding;
- online safety;
- filtering and monitoring.

All staff will receive regular safeguarding training.

Safeguarding and child protection updates will be provided at least annually and more frequently when required.

Governors will receive appropriate training at induction and regular updates thereafter.

Staff are encouraged to contribute to safeguarding practice based on the expertise they develop through training and daily work.

7.2 Safer Working Practice

All staff will work within clear professional boundaries.

Staff will understand:
- the Staff Code of Conduct;
- behaviour expectations;
- acceptable use arrangements;
- social media expectations;
- professional communication;
- physical contact expectations;
- use of reasonable force;
- low-level concerns;
- self-reporting.

Staff are expected to report circumstances where their own behaviour could reasonably be misinterpreted.

7.3 Supervision and Support

The school will provide appropriate support to ensure staff are able to fulfil safeguarding responsibilities.

This will include:
- access to the DSL/DDSL;
- safeguarding advice;
- discussion of complex concerns;
- appropriate supervision;
- opportunities for reflection;
- support following distressing safeguarding incidents.

Foundation Stage staff will receive appropriate supervision in accordance with EYFS statutory requirements.

Staff affected by safeguarding situations may seek support through:
- the DSL;
- senior leaders;
- occupational or professional support;
- trade unions;
- Education Support.

8. Safer Recruitment and Allegations

8.1 Safer Recruitment

Wittersham is committed to developing a safe culture and recruiting adults who are suitable to work with children.

Recruitment will follow Part Three of KCSIE 2026.

The school will:
- maintain an accurate Single Central Record;
- complete relevant identity checks;
- complete DBS checks;
- obtain barred-list information where required;
- check right to work;
- undertake qualification checks where applicable;
- undertake prohibition checks where applicable;
- undertake overseas checks as required;
- scrutinise employment history;
- seek references;
- consider online searches for shortlisted candidates where appropriate under current guidance;
- ensure safer recruitment training is represented on appointment panels.

8.2 Regulated Activity and Volunteers

A significant legal change takes effect from 1 September 2026 following the Crime and Policing Act 2026.

The previous 'supervision exemption' from regulated activity is removed.

This means that unpaid activities such as teaching, training, instructing, caring for or supervising children are regulated activity where they are undertaken frequently or meet the period condition, even where the volunteer is supervised.

The period condition includes activity on more than three days in a 30-day period or overnight.

Volunteers engaging in regulated activity require an enhanced DBS check including children's barred-list information.

The school will review volunteer arrangements in light of the changed definition.

Occasional visitors and volunteers will be managed in accordance with KCSIE and the nature, frequency and circumstances of their role.

8.3 Alternative Provision

Where Wittersham places a child with an alternative provision provider, the school retains responsibility for safeguarding that child.

The school will satisfy itself that appropriate safeguarding arrangements exist.

Written confirmation of appropriate checks will be sought where required.

The school will maintain oversight of:
- attendance;
- wellbeing;
- safeguarding;
- progress;
- suitability of placement.

Significant changes or concerns will be addressed promptly.

8.4 Allegations or Concerns Relating to Adults

Concerns regarding:
- staff;
- supply teachers;
- trainee teachers;
- volunteers;
- governors;
- contractors;
- agency staff;
- third-party staff

will be managed in accordance with Part Four of KCSIE 2026.

Concerns Meeting the Harm Threshold

This includes where an adult has:
- behaved in a way that has harmed or may have harmed a child;

- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way indicating they may pose a risk of harm;
- behaved in a way that indicates they may not be suitable to work with children.

Concerns will be referred immediately to the Headteacher.

Where the concern relates to the Headteacher, it will be referred to the Chair of Governors.

Appropriate consultation will take place with the LADO.

8.5 Low-Level Concerns

Concerns which do not meet the harm threshold must still be shared.

All low-level concerns should be reported to the Headteacher/DSL.

They will be:
- recorded;
- considered;
- held securely;
- reviewed for patterns.

Staff are encouraged to self-refer where:
- their behaviour may be misinterpreted;
- they find themselves in a compromising situation;
- they believe they have fallen below professional standards.

Concerns relating to supply staff or contractors will be appropriately shared with their employer.

Patterns of behaviour may result in consultation with the LADO.

8.6 Disclosure and Barring Service Referrals

The school has a legal duty to refer relevant individuals to the DBS where the referral criteria are met.

This may include where a person is removed from regulated activity, or would have been removed had they not resigned or otherwise left, because they have harmed or pose a risk of harm to a child.

This duty also applies as appropriate to volunteers following the revised regulated-activity arrangements.

9. Opportunities to Teach Safeguarding

Children are taught about safeguarding through a broad and balanced curriculum.

This includes Relationships Education, Health Education, PSHE, computing and the wider curriculum.

Children will learn about:
- healthy relationships;
- consent;
- personal boundaries;
- trusted adults;
- bullying;
- discrimination;
- racism;
- misogyny;
- misandry;
- harassment;
- sexual violence;
- harmful sexual behaviour;
- online safety;
- privacy;
- image sharing;
- grooming;
- exploitation;
- radicalisation;
- misinformation;
- how to seek help.

Preventative education will be supported by:
- school values;
- Behaviour Policy;
- Anti-Bullying Policy;
- pastoral arrangements;
- RSHE curriculum.

KCSIE 2026 expands its preventative education wording to include racism, derogatory behaviour and other physical violence and conflict.

Provision will be adapted where necessary for children with SEND or children who have experienced trauma.

10. Summary: Pupils Potentially at Greater Risk

To retain a clear whole-school overview, staff will remain especially alert to:

Children with a Social Worker – social care involvement will inform safeguarding, attendance and educational decisions.

Children who are Home Educated – the school will share safeguarding information with the local authority and relevant professionals when a pupil leaves for EHE.

Looked-After and Previously Looked-After Children – the Designated Teacher and DSL will work with social workers and the Virtual School Head.

Children with SEND – staff will avoid misattributing safeguarding indicators to SEND.

LGB and Gender-Questioning Children – staff will recognise additional vulnerabilities to bullying, discrimination and barriers to disclosure.

Children Requiring Mental Health Support – mental health concerns will be considered in their broader safeguarding context.

Young Carers – their caring responsibilities and impact on wellbeing, attendance and education will be considered.

Children with Medical Conditions – additional safeguarding vulnerability associated with health and care needs will be considered.

Children Experiencing Repeated Removal, Suspension or Part-Time Timetables – staff will consider whether patterns of disengagement or exclusion form part of a wider safeguarding picture.

11. Physical Safety

11.1 Reasonable Force and Restrictive Intervention

Staff may use reasonable force where lawful, proportionate and necessary to prevent harm.

Any use of restrictive intervention will consider:
- the child's individual needs;
- SEND;
- medical needs;
- trauma;
- safeguarding context;
- proportionality;
- alternative strategies.

Where an incident raises a safeguarding concern, the DSL will be informed.

11.2 Sport

IE 2026 introduces a specific section on safeguarding in sport.Sport and physical activity can provide significant benefits to children but can also create safeguarding risks because of:

- close adult-child relationships;
- changing arrangements;
- physical contact;
- one-to-one coaching;
- travel;
- external clubs;
- competitive environments.

School staff and external coaches will follow safeguarding, safer working and professional-boundary expectations at all times.

11.3 Use of Premises by Other Organisations

Where another organisation uses school premises, written assurances will be sought that appropriate safeguarding arrangements are in place.

Safeguarding expectations will be incorporated into hire agreements.

Where the school receives an allegation relating to an incident involving an organisation using school premises, appropriate safeguarding procedures and agency referrals will be followed.

Failure to comply with safeguarding expectations may result in use of the premises being terminated.

11.4 Site Security

All staff are responsible for maintaining awareness of security.

Visitors and volunteers will:

- report to the office;
- sign in;
- display appropriate identification/badges;
- follow school safeguarding procedures.

Unknown adults on site should be appropriately challenged or reported.

Behaviour which threatens the safety or security of pupils or staff will be dealt with seriously.

12. Local Safeguarding Support

Wittersham Church of England Primary School

DSL: Stella Coulson – Headteacher
01797 270329
headteacher@wittersham.kent.sch.uk

DDSL: Lynsey Scott
01797 270329
lscott@wittersham.kent.sch.uk

DDSL: Carly Catt
01797 270329
ccatt@wittersham.kent.sch.uk

DDSL: Claire Sterriker Rhodes
01797 270329
flo@wittersham.kent.sch.uk

Safeguarding Governor: John Collins
jcollins@wittersham.kent.sch.uk

Kent Children's Social Care

Requests for support are made through the Kent Children's Portal.

The current KSCMP guidance asks professionals considering a Request for Support to consider whether concerns meet Support Level 3 or 4, whether there is agreement to engage where appropriate, and whether advice from the DSL or Front Door is required.

Front Door Service: 03000 411111
Out of Hours: 03000 419191
Emergency: 999
Kent Police non-emergency: 101

Kent Safeguarding Children Multi-Agency Partnership

KSCMP: 03000 421126
Email: kscmp@kent.gov.uk

Local Authority Designated Officer

Kent LADO Service: 03000 410888
Email: kentchildrenslado@kent.gov.uk

Adult Safeguarding

Kent Adult Social Care: 03000 416161

Appendix 1 – Definitions and Indicators of Abuse

Safeguarding issues are rarely standalone and multiple forms of harm may overlap.

The following indicators are not exhaustive. The presence of an indicator does not necessarily prove abuse, but concerns should be shared with the DSL.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening.

It can involve physical contact, including:
- rape;
- assault by penetration;
- masturbation;
- kissing;
- rubbing;
- touching.

Non-contact sexual abuse can include:
- involving children in looking at sexual images;
- producing sexual imagery;
- encouraging children to behave sexually;
- watching sexual activities;
- grooming.

Sexual abuse can take place online. Technology may facilitate offline sexual abuse. Sexual abuse can be perpetrated by adults or children, including males and females.

Possible signs include:
- sudden behavioural change;
- changes in educational performance;
- sexualised behaviour inappropriate to age;
- self-harm;
- disclosure of secrets;
- clinginess;
- regression;
- fear of particular adults;
- unexplained money or gifts;
- withdrawal;
- reluctance to change for PE;
- sexually transmitted infection.

Physical Abuse

Physical abuse can include:
- hitting;
- shaking;
- throwing;
- poisoning;
- burning;
- scalding;
- drowning;
- suffocating;
- otherwise causing physical harm.

Physical harm can also be caused where a parent or carer fabricates or induces illness.

Possible signs include:
- unexplained bruising;
- injuries around the mouth;
- bilateral injuries;
- bruising to soft areas;
- fingertip bruising;
- bite marks;
- unusual burns;
- contact burns;
- strap marks or welts;
- unexplained repeated injury;
- aggressive behaviour;
- covering limbs in hot weather.

Any injury needs to be considered in context.

Inconsistent, implausible or changing explanations may increase concern.

Emotional Abuse

Emotional abuse is persistent emotional maltreatment resulting in severe and adverse effects on a child's emotional development.

It can include:
- making a child feel worthless or unloved;
- making affection conditional;
- inappropriate expectations;
- overprotection;
- limiting exploration or learning;
- preventing normal social interaction;
- deliberately silencing a child;

- ridiculing communication;
- seeing or hearing mistreatment of others;
- serious bullying;
- exploitation.

Possible indicators include:
- extreme reactions to mistakes;
- low self-esteem;
- sudden speech difficulties;
- self-harm;
- eating difficulties;
- extreme passivity or aggression;
- compulsive stealing;
- substance misuse;
- fear of parents being contacted;
- withdrawal;
- excessive need for attention or approval.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in serious impairment of health or development.

It may occur during pregnancy, including as a result of substance misuse.

Following birth, neglect can involve failure to:
- provide adequate food;
- provide suitable clothing;
- provide shelter;
- protect from danger;
- provide adequate supervision;
- ensure appropriate medical care;
- meet emotional needs.

Possible indicators include:
- persistent hunger;
- poor hygiene;
- tiredness;
- unsuitable clothing;
- frequent lateness;
- frequent or unexplained absence;
- untreated medical needs;
- poor relationships;
- scavenging or stealing food;

- running away;
- low weight;
- low self-esteem.

Appendix 2 – Specific Safeguarding Support Organisations

The following organisations can provide information, advice or support.

General Child Protection

NSPCC
Barnardo's
Action for Children
The Children's Society
NSPCC Report Abuse in Education Helpline

Support for Staff

Education Support
Professional Online Safety Helpline
Relevant professional associations and trade unions

Support for Children and Young People

Childline
Papyrus
The Mix
Shout
Fearless
Victim Support

Support for Adults and Families

Family Lives
CrimeStoppers
Victim Support
Samaritans
NAPAC
MOSAC
Action Fraud
Shout
AdviceNow

Learning Disabilities and SEND

Mencap
Council for Disabled Children
Respond

Contextual Safeguarding and Exploitation

Contextual Safeguarding Network

National Crime Agency
NWG Network
Fearless
Victim Support

Substance Misuse

We Are With You
Talk to Frank

Domestic Abuse

Refuge
Women's Aid
Men's Advice Line
Mankind
National Domestic Abuse Helpline
Respect Phoneline
Kent domestic abuse services
Operation Encompass

Child Sexual Exploitation and Abuse

National Crime Agency
It's Not Okay
NWG Network
Lucy Faithfull Foundation
Stop It Now!
Parents Protect
Brook
Rape Crisis

Bullying and Child-on-Child Abuse

Anti-Bullying Alliance
Diana Award
Bullying UK
Kidscape
Brook
Disrespect Nobody

Honour-Based Abuse

Forced Marriage Unit
Government FGM guidance and mandatory reporting information

Online Safety

CEOP
Internet Watch Foundation
Childnet
UK Safer Internet Centre
Report Harmful Content
Marie Collins Foundation
Internet Matters
NSPCC Online Safety
Get Safe Online
Cyber Choices
National Cyber Security Centre

Mental Health

Mind
YoungMinds
Anna Freud
Papyrus
Shout
Kent Resilience Hub

Radicalisation and Hate

Educate Against Hate
Counter Terrorism Internet Referral Unit
True Vision
Channel

Children with Family Members in Prison

Prisoners' Families Helpline

Appendix 3 – 2026 Changes for Staff and Governors

🟨 This appendix provides a quick summary of the principal changes introduced into this policy for September 2026.

🟨 1. All staff must read Part One of KCSIE 2026. The former condensed Annex A has been removed.
🟨 2. Community-based Early Help and targeted early help through Family Help are more clearly distinguished.
🟨 3. Kent's current Support Levels 1–4 and Family Help arrangements are reflected.
🟨 4. The definition of safeguarding has been updated to explicitly include help and support as soon as problems emerge and harm inside or outside the home, including online.
🟨 5. Modern slavery is included more explicitly.
🟨 6. Child-to-parent or caregiver abuse is specifically recognised.
🟨 7. Teenage relationship abuse includes physical, sexual and emotional abuse and stalking.
🟨 8. Financial exploitation is explicitly recognised.
🟨 9. Child-on-child abuse is now described as including harassment and violence.
🟨 10. Child-on-child abuse is recognised as a safeguarding concern for both children experiencing harm and children displaying harmful behaviour.
🟨 11. Serious physical harm and threats involving weapons are explicitly included.
🟨 12. Serious violence guidance has been strengthened.
🟨 13. Harmful sexual behaviour, sexual harassment and sexual violence are considered as a continuum.
🟨 14. All incidents involving making or sharing nudes/semi-nudes require a safeguarding response.
🟨 15. Nudes/semi-nudes include images created or altered using AI, including deepfakes/deep nudes.
🟨 16. Information-sharing requirements are strengthened.
🟨 17. Data (Use and Access) Act 2025 is incorporated.
🟨 18. Child protection file transfers require a structured summary of current concerns, context and ongoing support needs.
🟨 19. Receiving DSLs should actively review safeguarding information.
🟨 20. DSL-to-DSL communication should occur at transition where significant concerns require it.
🟨 21. Robust DSL cover arrangements are expected whenever the DSL is unavailable.
🟨 22. Filtering and monitoring effectiveness must be reviewed at least annually.
🟨 23. Mobile phone policy receives specific safeguarding attention.
🟨 24. Generative AI guidance is strengthened.
🟨 25. Children with medical conditions receive specific safeguarding consideration.
🟨 26. Young carers receive specific safeguarding consideration.
🟨 27. SEND safeguarding guidance is strengthened.
🟨 28. Mental health guidance is substantially updated.
🟨 29. Virtual School Heads' role in attendance is highlighted.
🟨 30. Alternative provision safeguarding expectations are strengthened.
🟨 31. Reasonable-force wording is updated in light of restrictive intervention guidance.

🟨 32. Safeguarding in sport receives specific attention.
🟨 33. Safeguarding requirements connected with school premises are strengthened.
🟨 34. Trainee teachers are explicitly incorporated into staff allegation procedures.
🟨 35. Schools and third-party organisations share safeguarding responsibilities for relevant contracted and trainee staff.
🟨 36. From 1 September 2026, the supervision exemption from regulated activity is removed. Relevant volunteers undertaking teaching, training, instructing, caring for or supervising children frequently or overnight now undertake regulated activity and require appropriate enhanced DBS and children's barred-list checks.