



WILL ADAMS
ACADEMY
DREAM, BELIEVE, ACHIEVE



Child Protection and Safeguarding Policy

Date of last review by Local Governing Body	September 2025
Review cycle	Annual
Policy due for review by Local Governing Body	September 2026

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.

This policy outlines the school's commitment to safeguarding and promoting the welfare of children, including providing early help, protecting children from maltreatment and exploitation, and ensuring their overall well-being.

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

Key staff

Role	Name	WAA contact information
Designated Safeguarding Lead (DSL) and Head of School	Emma Smith	Emma.smith@willadamsacademy.org.uk
Deputy Designated Safeguarding Lead	Emma Winn-Gordon	Emma.winn-gordon@willadamsacademy.org.uk
Strategic Safeguarding Manager	Natalie Griffiths	ngriffiths@noreacademy.co.uk
Senior Lead for Welfare	Mel West	Melanie.west@willadamsacademy.org.uk
Executive Headteacher	Marie Woolston	mwoolston@willadamsacademy.org.uk
Safeguarding Governor (including for filtering and monitoring)	Carol Winn	office@willadamsacademy.org.uk
Governor for SEND and CiC	Jola Studniarz-Tring	office@willadamsacademy.org.uk

'The welfare of the child is paramount.'

At Alternative Learning Trust, the safety and welfare of our students is of the utmost importance. Owing to the day-to-day contact with children and young people, our staff are well-placed to observe the outward signs of abuse. All adults working at Alternative Learning Trust and all its provisions must protect children from harm and abuse and be aware that any student may be at risk of harm or abuse. We have a statutory duty to safeguard and promote the welfare of our students (*students under 18 years in FE institutions*) under the Education Act 2011 and Children Act 2004 through identifying any child welfare concerns and taking a holistic approach in partnership with families and other agencies, where appropriate. Staff in our schools have a statutory responsibility to address all welfare concerns and encourage children and young people to talk to staff about anything that worries them. Staff will always act in the best interest of the child to ensure they remain safe from harm. The Trust ensure that all staff – including Members, Trustees and Governors – receive regular training in relation to safeguarding and child protection in line with the statutory guidance in the Keeping Children Safe In Education 2025 documentation. In addition to this, all staff working in our provisions are required to read part one, annex a, or all Keeping Children Safe In Education (KCSIE 2025) as required for their role and subsequently sign to confirm they understand their legal duties.

In addition to our Safeguarding and Child Protection Policy, we have the following policies available within our school:

1. [Accessibilty Plan](#)
2. [Admissions Policy](#)
3. [Anti-Bullying Policy](#)
4. [Attendance Policy](#)
5. [Behaviour Policy](#)
6. [Careers Education, Information, Advice and Guidance Policy](#)
7. [Child in Care - Designated Teacher Policy](#)
8. [Children with Health Needs Who Cannot Attend School Policy](#)
9. [First Aid Policy](#)
10. [Safeguarding Policy](#)
11. [SEND Policy](#)
12. [Sex and Relationships Education Policy](#)
13. [Supporting Students with Medical Needs Policy](#)
14. [Suspension and Exclusion Policy](#)
15. [Teaching and Learning Policy](#)
16. [Exam Policies](#)

In addition to these school-level policies, there are also a number of Trust policies that apply to all schools within Alternative Learning Trust, which can be found [here](#).

Including (but not limited to):

- CCTV Policy
- Complaints Policy
- Managing Serial and Unreasonable Complaints Policy
- Trustees' and Governors' Expenses Policy
- Whistleblowing Policy

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What to do if you have a welfare concern in WAA?

Why are you concerned?

- For example
 - Something a child has said – e.g. allegation of harm
 - Child's appearance – may include unexplained marks as well as dress
 - Behaviour change
 - Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

- Follow the school procedure
 - Reassure the child
 - Clarify concerns, using open questions if necessary (**TED**: Tell, Explain, Describe)
 - Use child's own words, record facts not opinions.
 - Sign and date your records on CPOMS
 - Seek support for yourself if required from DSL (Emma Smith)

Inform the Designated Safeguarding Lead or Deputies as listed

DSL/DDSL

- Does the child already have a social worker?
- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Consider if threshold has been met using MSCP [Inter-Agency Threshold Criteria for Children in Need](#).
- If the child is at imminent risk of harm, make a referral to First Response – 01634 334466
- If the child is NOT at imminent risk, make a referral via [the portal](#)
- If unsure, consult with the 'No Name Consultation line' between 0930 and 1230 - 01634 331662
- Consider whether a referral to Family Solutions is appropriate.
- If a crime has been committed, consider a report to the Police via 101.

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:

- Follow school complaints procedures www.willadamsacademy.org.uk

Record decision making and action taken in the learner's child protection/safeguarding file and on CPOMS

Monitor

Be clear about:

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

Review and request further support (if necessary)

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

1. Introduction and Ethos

- WAA is a community and all those directly connected (staff, governors, volunteers, parents, families and pupils) have an essential role to play in making it safe and secure. WAA recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.
- WAA recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are aware that some students, particularly who identify within the LGBTQ+ groups, need a safe space to speak out – continually aim to be that safe space for all of our students. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- Staff working with children at WAA will maintain an attitude of ‘it could happen here’ where safeguarding is concerned. We take a ‘safeguarding first’ approach when reviewing and modifying our policies.
- WAA 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 and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- We recognise that some children have an increased risk of abuse, both online and offline. At WAA we ensure that all children have the same protection regardless of any barriers they may face. We recognise that when a child is missing or absent from education for prolonged periods and/or on repeat occasions can increase a child’s risk of harm. As per KCSIE 2025 guidance, WAA will liaise with the local authority and provide the necessary information when a child absent from education causes safeguarding concerns. Parents have a duty under [section 7 of the Education Act 1996](#) to ensure that their children of compulsory school age are receiving suitable full-time education.
- WAA recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

Our core safeguarding principles are:

Prevention

- positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

Protection

- following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support

- for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.

Working with parents and other agencies

- To ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- WAA expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- WAA expects that our community understands that young people are at risk of harm inside and outside their home, at school and online.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2025 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2025.
- WAA will remain in communication with mainstream schools, provide assurance that relevant safeguarding procedures are in place and in cases that raise significant safeguarding concerns, meet to review suitability and placement of students.

2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2025 (KCSIE)
 - Working Together to Safeguard Children 2023 (WTSC)
 - Ofsted: 'Education Inspection Framework' Latest guidance and revised changes are set to be implemented in November 2025
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - The Education Act 2002/2011
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
 - The Human Right Act 1998
 - The Equality Act 2010
 - The Public Sector Equality Duty (PSED)
 - Data Protection Act 2018 and the UK GDPR

In order to protect our students from online threat, we use filtering and monitoring systems, and refer to the principles as set out within:

- The Online Safety Act 2023
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

3. Definition of Safeguarding

- In line with KCSIE 2025, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment and exploitation
 - preventing impairment of children’s mental and physical health or development
 - providing early help to families and children
 - 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.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Children with family members in prison
 - Children Missing Education (CME)
 - Children absent from education
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety (including the harms of misinformation, disinformation, conspiracy theories, fake news and AI generative technology)
 - Child on child abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Toxic masculinity and misogyny
 - Serious Violence (including that linked to county lines)
 - Sexual Violence and Sexual Harassment (including harmful sexualised behaviour)
 - So-Called honour-based abuse including Female Genital Mutilation (FGM) and forced marriage
 - Violence towards women and girls
 - Upskirting

The school uses the definitions of ‘victim’ and ‘alleged perpetrator’ in this policy as per the guidance in KCSIE 2025. We take the notes of care in KCSIE 2025 seriously and when talking with young people and their families think carefully about when we should use terms such as ‘victim’ or ‘perpetrator’. We look at each case individually and do what we feel is in the best interest of the young person.

(Annex B within 'Keeping children safe in education' 2025 provides further information and support)

4. Related Safeguarding Policies

- This policy is one of a series in the WAA integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - Behaviour management and use of physical intervention
 - Code of Conduct/Behaviour policy
 - Searching, screening and confiscation
 - Online Safety; social media and Mobile technology
 - Anti-Bullying
 - Data protection and Information sharing
 - Drugs
 - Image use
 - Relationship and Sex Education (RSE)
 - Personal and intimate care
 - Health and safety
 - Attendance (including Children Missing Education/children absent from education)
 - Risk assessments (e.g. school trips, use of technology)
 - First aid and accidents
 - Managing allegations against staff
 - Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
 - Safer recruitment
 - Whistleblowing

- It is also important to note that WAA has a responsibility and play a crucial role in preventative education. Therefore, this policy should also be read in conjunction with our SMSC curriculum overview, as well as our curriculums for Social Skills and Life Skills.

- As we review and update these policies, in line with the review cycle, we take a 'safeguarding first approach'.

5. Policy Compliance, Monitoring and Review

- WAA will review this policy at least annually. The policy will be revised following any national or local policy updates, any significant national events, local child protection concerns and/or any changes to our procedures.

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy as well as KCSIE 2025, in accordance with their role requirements.

- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website – www.WAA.co.uk.

- The policy forms part of our school development plan and will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.

- The Designated Safeguarding Lead, Head of School and Executive Headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.
- The governing body will receive at least annual training on Safeguarding and Child Protection to ensure they are able to adequately exercise their strategic responsibility.

6. Key Responsibilities

- The governing body have read and will follow KCSIE 2025.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The governing body and leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- The school has appointed Emma Smith, the Head of School as the Designated Safeguarding Lead (DSL) – she is also a member of the SLT. The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.
- As Head of School and DSL, Emma Smith, is responsible for ensuring that online safety training is included in staff safeguarding and child protection training.
- The school has appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence; Emma Winn-Gordon (Senior Assistant Headteacher) and Melanie West (Senior Welfare Lead)
- Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Executive Headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate. This allocation of adequate time is also monitored by our governing body.

- **It is the role of the DSL to:**

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
- When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- Liaise with other agencies and professionals in line with KCSIE 2025 and WTSC 2023
- Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2025)
- Understand what is deemed harmful sexual behaviour and put in place risk assessments to manage allegations of sexual violence.
- Engage with local partners to ensure that an appropriate local response is taken to sexual violence and harassment, including being knowledgeable about where to seek support for all involved.
- Reflect the Searching, Screening and Confiscating guidance (2022), maintaining a focus on safeguarding and ensuring the support of an 'appropriate adult' in cases of police investigation.
- Have a good understanding of the filtering and monitoring systems and processes in place at WAA.

6.2 Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of what to look for and the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Have an awareness that students who are or are perceived to be LGBTQ can be targeted by other young people and report concerns.

- Maintain a zero tolerance approach to sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.
- Reinforce the importance of online safety within the context of school policies and the filtering and monitoring systems.

6.3 Children and Young People

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

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school student safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

6.4 Parents and Carers

Parents/carers have a responsibility to:

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

6.5 Governing body

The governing body has a responsibility to:

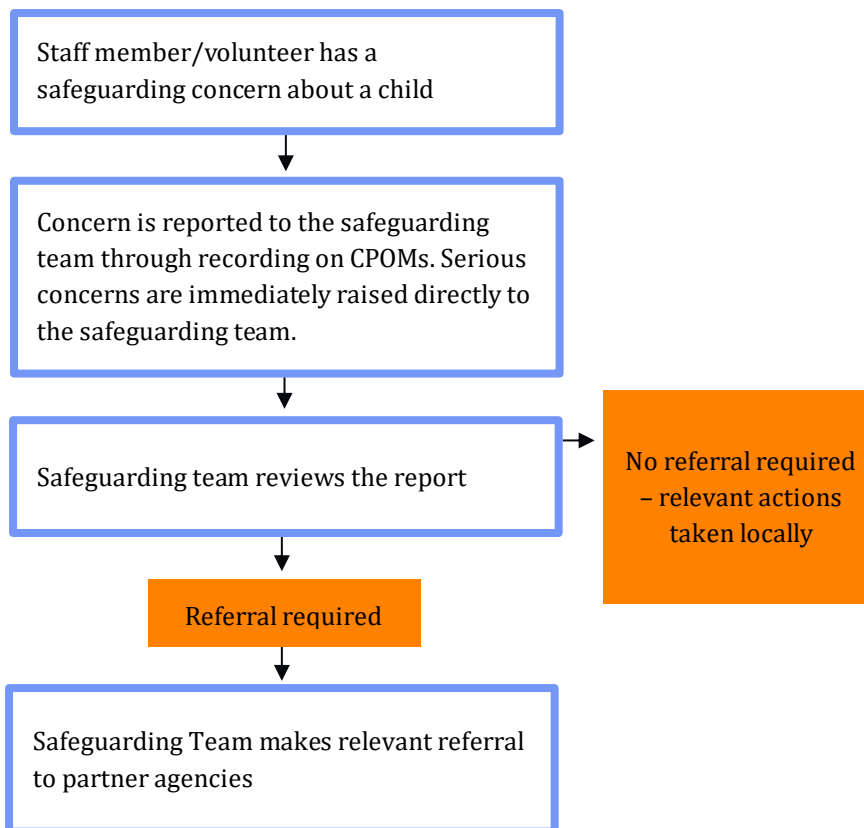
- Ensure there is a safeguarding governor appointed
- Work with the school to ensure that the safeguarding governor is appropriately trained to undertake the role.
- Maintain a 'safeguarding first' approach with all governing body activities, including visits to the school and reviewing policies
- Hold leaders of the school to account when considering safeguarding, through use of data, during visits and critical challenge.
- Undertake safeguarding training and read KCSIE 2025.
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness, ensuring the DSL takes the lead responsibility for understanding this as part of their role. Further to this, check that staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- Ensure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners.
- WAA also recognise the increased remit of the Virtual Schools with regard to an advocacy role for young people who have social workers. WAA has a strong relationship with VSK and a number of other virtual school, meaning that we are confident that this will only strengthen our response to ensuring these young people are not only safe but successful in their educational outcomes.

7. Recognising Indicators of Abuse and Neglect

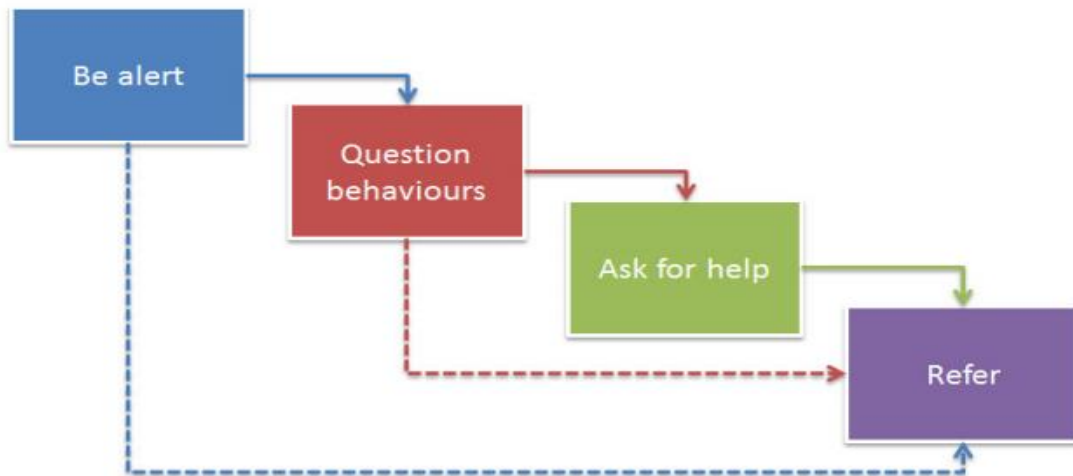
- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education 2025.
- WAA recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

For further information see Appendix 1.

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



Anyone with concerns regarding the safety and welfare of a child has a responsibility to:



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

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- WAA recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them. WAA notes that pupils with SEND are 3 times more likely to be abused than their peers. Therefore, our DSL and SENCO work closely to ensure the right support is in place.
- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, other children or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- We also recognise that some children might not feel ready or know how to talk about abuse, furthermore they might not even recognise what they are experiencing as harmful or might feel embarrassed, humiliated or threatened. It is therefore essential that staff at WAA maintain 'professional curiosity' and speak to a member of the DSL team if they have concerns about a child. Reports that may seem minor to a single

member of staff help the DSL team build a picture on CPOMS, aiming to get the right support to the child at the earliest possible point.

- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- If deemed necessary by the head of school or by staff authorised by the head of school following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the school 'Searching, Screening and Confiscation' Policy and behaviour policy, which is informed by the DfE ['Searching, screening and confiscation at school'](#) guidance.

8. Child Protection Procedures

- If staff are made aware of a child protection concern, they are expected to:
 - listen carefully to the concern and be non-judgmental.
 - only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern in line with school record keeping requirements on CPOMS (see section 9).
 - inform the DSL (or deputy), as soon as practically possible.
- Staff are trained to ensure that any child reporting a concern is never given the impression that they are creating a problem by doing so. They are also clear that any laws around child-on-child abuse are there to protect the young people and not criminalise them.
- WAA adheres to the Medway Safeguarding Children Partnership (MSCP) procedures. The full MSCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: [Medway Safeguarding Children Partnership](#)
- WAA is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- WAA recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact.
- If a child is in immediate danger or is at risk of harm, a request for support will be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

- In most cases, a request for support will be made by the DSL or a deputy. However, if the DSL or a deputy is not immediately available to discuss an urgent concern, staff will seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- When considering the action needed to support young people (either victims or alleged perpetrators), due consideration will be given to transport arrangements, particularly noting that public transport may be a potentially vulnerable place.
- As noted, this policy sits alongside the behaviour policy, therefore at WAA we ensure that while disciplinary action happens as needed, this is not a preventative factor in the young person accessing the support they might need. Equally, we will ensure that any victim, witness or alleged perpetrator is not bullied or harassed.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.
- Equally if there are delays in criminal processes the DSL will work closely with the police.

9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school's CPOMS safeguarding system and pass them without delay to the DSL.
- Child Protection records will record facts and not personal opinions. A body map on CPOMS will be completed if injuries have been observed.
 - If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- All safeguarding concerns are to be reported on CPOMS which every member of staff has access.
- Records will be completed as soon as possible after the incident/event, using the child's words, sending through the CPOMS system acts as an electronic signature and dating for staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover – where possible this will have been sent via the CPOMS system. These will be given to the new DSL, and a receipt of delivery will be obtained. This will happen within 5 days of the child starting at the new school or within the first 5 days of the start of a new year.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.
- CPOMS reports are produced to consider trends which may point to environmental or systematic problems. These reports then lead to action planning between the DSL team and other relevant teams in the service (such as SMSC teachers and SEMH mentors). They may also lead the DSL team to access support from external agencies to provide specific workshops or mentoring.
- Further to this, the reports from CPOMS also highlight any staff training needs and can be reflected in either the daily staff briefing or with more in-depth support at the bi-weekly safeguarding training.
- As most of our students are dual registered, we therefore ensure that DSLs in our mainstream schools are informed of any incidents and then receive a complete overview of the child protection and safeguarding records during the transition process.
- When a child transitions to new setting or returns to their previous mainstream school, the DSL provides contact details during the planning meeting for the onward school. Our aim is to have all of the child protection and safeguarding information with the school prior to the child starting or returning, however we ensure that the appropriate process is followed and that the onward school's DSL is confident of the information they are receiving as a priority.
- In line with the guidance for alternative provisions as set out in KCSIE 2025. Should any significant safeguarding concerns arise, WAA along with the mainstream school will review the suitability of the placement at the earliest opportunity.

10. Notifying parents and carers

- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents or carers about any such concerns following consultations with the DSL.
- If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with police and / or local authority children's social care to make sure our approach to information sharing is consistent.

- The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
 - Meet with the victim’s parents or carers, with the victim, to discuss what’s being put in place to safeguard them (see Appendix 5 for risk assessment format which would detail these actions) and understand their wishes in terms of what support they may need and how the report will be processed.
 - Meet with the alleged perpetrator’s parents or carers to discuss support for them, and what’s being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

11. Multi-Agency Working

- WAA recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- WAA therefore discusses and agrees with statutory safeguarding partners the levels for different types of assessment.

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

- Multi-agency working is further supported by our Designated Safeguarding Lead (Emma Smith) and Designated Teacher for Children in our Care (Emma Winn-Gordon).

12. Confidentiality and Information Sharing

- WAA recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2025.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2025). DfE ‘[Information sharing advice for safeguarding practitioners](#)’ (2018) provides further detail.
- The Head of School, Executive Headteacher or DSL will disclose information about a learner on a ‘need to know’ basis.
- WAA has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- All members of staff must be aware that whilst they have duties to keep any information confidential, in line with our Confidentiality Policy (www.WAA.co.uk), they also have a professional responsibility to share

information with other agencies to safeguard children. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

- WAA recognise the complexities of the processes when allegations of sexual violence or sexual harassment is progressing through the criminal justice system - particularly considering the need for anonymity. When necessary, we draw on the information in the CPS: Safeguarding Children as Victims and Witnesses document or seek additional external support.

13. Complaints

- All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the school website – www.WAA.co.uk
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. In these circumstances staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at WAA will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 17 of this policy.

14. Staff Induction, Awareness and Training

All members of staff have been provided with either a copy of part one of 'Keeping Children Safe in Education' (2025), or all of KCSIE, which covers important safeguarding information for all staff. It is essential that everybody working in a school or college understands their safeguarding responsibilities.

Governing bodies and proprietors should ensure that those **staff who work directly with children read at least Part one** of this guidance.

Governing bodies and proprietors, working with senior leadership teams and their designated safeguarding lead, should ensure that those **staff who do not work directly** with children read **either Part one or Annex A** (a condensed version of Part one) of KCSIE 2025 guidance.

- School leaders, including the DSL and safeguarding leads will **read the entire document**.
- All other members of staff who work directly with children will read **part one**.

- Staff not working directly with children will read **Part one** or **Annex A**.
- All members of staff have signed to confirm that they have read and understood the guidance shared with them, records of this are kept as part of the Single Central Record (SCR)
- There is a wealth of additional information available to support schools, colleges and parents to keep children safe online within **Annex B** of KCSIE 2025 guidance which staff are also encouraged to read.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training and information to ensure they are aware of the school internal safeguarding processes as part of their induction. Bespoke induction plans detail the specifics of this induction but include online training, training with DSL and induction to CPOMS.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies: through feedback in debriefing sessions as well as direct work with the DSL.
- The DSL, Head of School and Executive Headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Carol Winn), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

15. Safer Working Practice (including visitors)

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of conduct. The DSL will ensure that all staff and volunteers have read the child protection policy and staff code of conduct and understand that their behaviour and practice must be in line with it.
- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, Acceptable Use Policies, and social media.

- All visitors follow the correct signing in policy and ID checks as relevant. They are also provided with a safeguarding leaflet as well as our child friendly version of this policy. There are also signs and displays around the school which highlight to all staff and visitors their responsibilities regarding safeguarding.
- All regular visitors (including contractors) are asked to show their DBS or have provided prior written confirmation that an appropriate level DBS check has been completed – including confirming the DBS number. Once checked the DBS number is then recorded on the Single Central Register.
- The DSL has set clear guidance for irregular visitors. The member of staff with whom the irregular visitor is meeting is responsible for alerting the DSL to their visit and ensuring the DSL is aware of the supervision for the visitor to ensure no lone working happens.

16. Staff Supervision and Support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child’s safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also access the Employee Assistance Programme or be referred to occupational health for support.
- Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

17. Safer Recruitment

- WAA is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
 - WAA will follow relevant guidance in Keeping Children Safe in Education 2025 (Part three ‘Safer Recruitment’) and from The Disclosure and Barring Service (DBS)
 - The governing body and leadership team are responsible for ensuring that the school/college follows safe recruitment processes outlined within guidance.
 - The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- WAA follow the Alternative Learning Trust’s guidance with regard to carrying out an online search for shortlisted candidates. The format for this search is recorded in Appendix 6.

- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- WAA are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2018 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

18. Allegations Against Members of Staff and Volunteers

- WAA recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child
 - Means they have committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In depth information regarding staff allegations can be found within our Procedures for Managing Allegations against Staff policy. This can be found on the school website – www.WAA.co.uk
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at WAA will takes all concerns or allegations received seriously.
- WAA expects staff to share low level concerns confidentially with the Head of School or Executive Headteacher.
- Allegations against staff will be referred immediately to the Head of School or Executive Headteacher who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- If there is any question as to whether a concern meets the harm threshold, the DSL will consult with the LADO. While the Head of School and Executive Headteacher makes the ultimate decision regarding allegations, they may at times consult with the DSL.
- In the event of concerns being raised about the Head of School, staff should consult the Executive Headteacher in the first instance. If concerns are raised about the Executive Headteacher, staff are advised to consult the Trust Executive Team. All concerns will be actioned appropriately and any necessary referrals to outside agencies (e.g. LADO) will be made.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team. All members of staff are made aware of the school Whistleblowing procedure (If you have a standalone Whistleblowing policy, www.WAA.co.uk). It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- WAA has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.
- If WAA receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, we would follow our own safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation.

19. Safeguarding Children with Special Educational Needs and Disabilities

- WAA acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the Lead for Inclusion and SENDco (Emma Winn-Gordon) to plan support as required.
- WAA will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon. We recognise that children with SEN are 3 times more likely to suffer abuse.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

20. Child on Child Abuse

- All members of staff at WAA recognise that children are capable of abusing other children. WAA believes that abuse is abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- WAA recognises that child on child abuse can take many forms, including but not limited to:
 - bullying, including cyberbullying
 - Hate incidents/hate crime
 - Abuse in intimate relationships

- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Racial/prejudice
 - Sexual violence, sexual harassment and harmful sexual behaviour (including but not limited to misogyny, toxic masculinity, power dynamics and online abuse)
 - ‘Upskirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Nude or semi-nude image sharing (also known as ‘sexting’ or youth produced/involved sexual imagery)
 - Initiation/hazing type violence and rituals
- WAA recognises that child on child abuse can take place face-to-face, online, and in some cases simultaneously between the two.
 - Staff and leadership recognise that some child on child abuse issues may be affected by gender, age, ability and culture of those involved, all child on child abuse is unacceptable, and all reports will be taken seriously.
 - In order to minimise the risk of child-on-child abuse, WAA use explicit and embedded activities – for more details please see the SMSC curriculum statement for details of explicit teaching as well as our calendar of monthly events.
 - All allegations of child on child abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
 - Alleged victims, perpetrators and any other child affected by child on child abuse may be supported by the SEMH team, pastoral team, school counsellor or another bespoke approach appropriate to the incident.
 - On CPOMS and in data reporting, WAA directly report on the following child on child categories; bully, child with child relationship abuse, physical abuse, sexual violence, sexual harassment, non-consensual sexual activity, sharing of images (all), upskirting and initiation rituals or violence.

20.1 Child on Child Sexual Violence or Harassment

- WAA has a zero-tolerance approach to sexual violence and sexual harassment. We also note that while we may not have reports of it happening currently in the school, that doesn’t mean that this kind of abuse isn’t happening in our school.
- When responding to concerns relating to child-on-child sexual violence or harassment, WAA will follow the guidance outlined in KCSIE 2025 and the DfE guidance.
- It is essential that all victims of sexual violence or sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report. We continually monitor that students have confidence that this is the case through pupil surveys and SMSC lessons with the DSL.
- Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis. The risk and needs assessment will be

recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.

- Reports will initially be managed internally by the school and where necessary will be referred to Integrated Children's Services and/or the Police.
 - The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; if there are any ongoing risks to the victim, other children, adult students or school staff; and, any other related issues or wider context.
- Following any report of child on child sexual violence or sexual harassment a risk assessment (format in Appendix 4) is put in place, this is to ensure the safety and actions needed to support victims, witnesses and alleged perpetrators happen.
- When any report of harmful sexual behaviour between children is made, WAA will consider the ages and stages of development of the children involved.
- We also recognise that children who display harmful sexual behaviour have often experienced their own abuse and trauma. Therefore, we ensure that they have access to the appropriate support, either through our internal SEMH support or with external agencies.
- At WAA we take a whole school and holistic approach to responding to concerns about sexual harassment and creating a safe learning environment. We have sections in our behaviour policy detailing how we respond as well as clear proactive and reactive coverage in our SMSC lessons (which include PSHE and RSE).
- There is regular staff training to ensure that staff are confident in WAA approach to this. This includes incidents between children and those which happen outside of the school setting.
- We are highly aware of barriers that could prevent a student from making a disclosure such as SEND or being new to the school and work to identify and overcome these through our pastoral and SEMH work.
- WAA recognises that abuse in an intimate personal relationship between children can sometimes be known as 'teenage relationship abuse'.

20.2 Nude and/or Semi-Nude Image Sharing by Children

- WAA recognises that nude and semi-nude image sharing (also known as youth produced/involved sexual imagery or "sexting") is a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving nude or semi-nude image taking/sharing involving children, staff are advised to:
 - Report any concerns involving nude or semi-nude image sharing involving children to the DSL immediately.
 - Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident (e.g. if a child has shown it to them), this will be immediately reported to the DSL.
 - Not delete the imagery or ask the young person to delete it.

- Not say or do anything to blame or shame any children involved.
 - Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
 - Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.
- DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (Updated December 2024) and the local [KSCMP](#) guidance: “Responding to youth produced sexual imagery”
 - the DSL will hold an initial review meeting with appropriate staff and will speak with the children involved if appropriate.
 - parents and carers will be informed at an early stage and involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- A referral will be made to the police and or appropriate partner agency immediately if:
 - The incident involves an adult (over 18).
 - There is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, age of SEND).
 - The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child’s developmental stage, or are violent.
 - A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
 - All decisions will be recorded in line with our child protection procedures and will be based on the consideration of the best interests of any child involved. The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
 - If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

21. Gangs, County Lines, Serious Violence, Crime and Exploitation

- WAA recognises the impact of gangs, county lines, serious violence, crime and exploitation. Any concerns regarding gangs, county lines, serious violence, crime and exploitation will be reported and responded to in line with other child protection concerns.
 - The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional well-being
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries
 - Going on unexplained trips out of area.
 - Sudden changes in presentation.

- Increase in or newly identified addictions.
 - Secrecy
 - Withdrawal from usual activities or peer groups.
 - Being defensive when questioned and unwilling to have discussions about their activities.
- WAA recognises 14-17 years is that most common age range for this to occur and acknowledge that this could relate to a large percentage of children at the PRU.

22. Mental Health

- All staff will be made 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. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- Please see Appendix 3 for WAA mental health flow chart for a more detailed overview of the support offered.

23. Online Safety

- It is recognised by WAA that the use of technology presents challenges and risks to children and adults both inside and outside of school. WAA will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
 - The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

Relevant updates to the Online Safety Act 2023

- From 25th July 2025, all pornographic websites accessible in the UK, must have effective age verification systems in place (such as ID checks or facial age estimation).

New offences:

- **Cyberflashing** – Illegal to send unsolicited sexual images intended to alarm or distress.
- **Encouraging self-harm** – Offence to promote or encourage serious self-harm online, even if harm doesn't occur.
- **Epilepsy trolling** – Criminal to send flashing images aiming to trigger seizures or cause distress.
- **Threatening communications** – Sending threats of serious harm, death, or violence is a standalone offence.
- **Sharing intimate images (including deepfakes)** – Offence to share or threaten to share sexual images without consent, including AI-Generated images.

- WAA identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - **Content** - being exposed to illegal, inappropriate or harmful material, for example, misinformation, disinformation and conspiracy theories’ being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
 - **Contact** - being subjected to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young people
 - **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying.
 - **Commerce** – taking risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- WAA uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- WAA recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2025 has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our acceptable use and image use policies which can be found on the school website.

- WAA will do all we reasonably can to limit children’s exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - If learners or staff discover unsuitable sites or material, they are required to turn off the screen and alert a member of staff.
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff.
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, WAA will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- WAA acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
 - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Learners’ internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age appropriate online resources and tools by staff.

- WAA will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

- WAA will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - Online safety events
 - Information leaflets
 - Signposting to resources
 - Text message alerts
- WAA will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This includes educating on the harms of AI generated imagery and technology, misinformation, disinformation, fake news.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- WAA will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone number.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and staff code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. WAA will continue to be clear who from the school their child is going to be interacting with online. When interacting with students online for lessons or interventions there will always be two members of WAA involved.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

23.1 Artificial intelligence (AI)

- Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- WAA recognizes that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming)

and/or expose pupils to harmful content. For example, in the form of ‘deepfakes’, where AI is used to create images, audio or video hoaxes that look real.

- WAA will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.
- Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

24. Curriculum and Staying Safe

- WAA will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that school play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- WAA is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum. This also takes regard of the guidance for supporting the whole school ethos for addressing sexual harassment.
- In line with recent KCSIE 2025 guidance, WAA will ensure discussions on the topics of ‘what healthy relationships look like’, tackling ‘misogyny and toxic masculinity’, positive male role models, and same sex relationships within the RHSE curriculum. Upskilling and further training in such areas will take place alongside legislative updates and guidance changes.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

25. The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head of School, Executive Headteacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, an application to use premises will be refused.

26. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

27. Local Support

- All members of staff in WAA are made aware of local support available.
 - **Contact details for Children's Services Medway –**
 - 01634 334466 (Mon-Fri 9am-5pm)
 - 03000 419191 (emergency out of hours)
 - *Please do not make contact via the portal if children are considered to be at immediate risk*
 - **Contact details for No Names Consultation Line**
 - 01634 331662 9.30am – 12.30pm Mon-Fri *This line should not be used in the case of children who are at risk of immediate harm or where a disclosure has been made*
 - **Contact details for the LADO**
 - Telephone: 01634 331662
 - **Education Safeguarding Team**
 - educsafeguarding@medway.gov.uk
 - **PREVENT**
 - Sally Green - prevent officer 03000 413439
prevent@kent.gov.uk
 - **MASH Education**
 - 01634 331025 *To discuss MASH requests/concerns that are currently open to the MASH team*
 - **Young Women and Girls Exploitation Team**
 - Amy Cooper girlssexploitation@medway.gov.uk

- **Virtual School**
 - Support for a young person who is on a CIN or CP plan contact cpcin.virtualschool@medway.gov.uk
- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126
- **Adult Safeguarding**
 - 01634 334466 (Mon-Fri 9am-5pm)
 - 03000 419191 (emergency out of hours)

Appendix 1: Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. In addition, preventing impairment of children's mental health and development, insuring that children grow up in circumstances consistent with the provision of safe and effective care.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot

- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Female genital mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors/ Signs that MAY INDICATE FGM include:

- Low level of integration into UK society.
- Mother or a sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- Visiting female elder from the country of origin.
- Being taken on a long holiday to the country of origin.
- Talk about a 'special' procedure to become a woman.

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out of school to visit an 'at risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.

- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the Prevent Duty. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Leads undertake annual training in relation to the Prevent Duty and around tackling extremism and are able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, artwork or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views.
- Advocating violence towards others.

Appendix 2: National Support Organisations

NSPCC 'Report Abuse in Education' Helpline

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

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

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

- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

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 Phonenumber: <https://respectphonenumber.org.uk>

Honour Based Abuse

- 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

Contextual Safeguarding, Child on Child abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

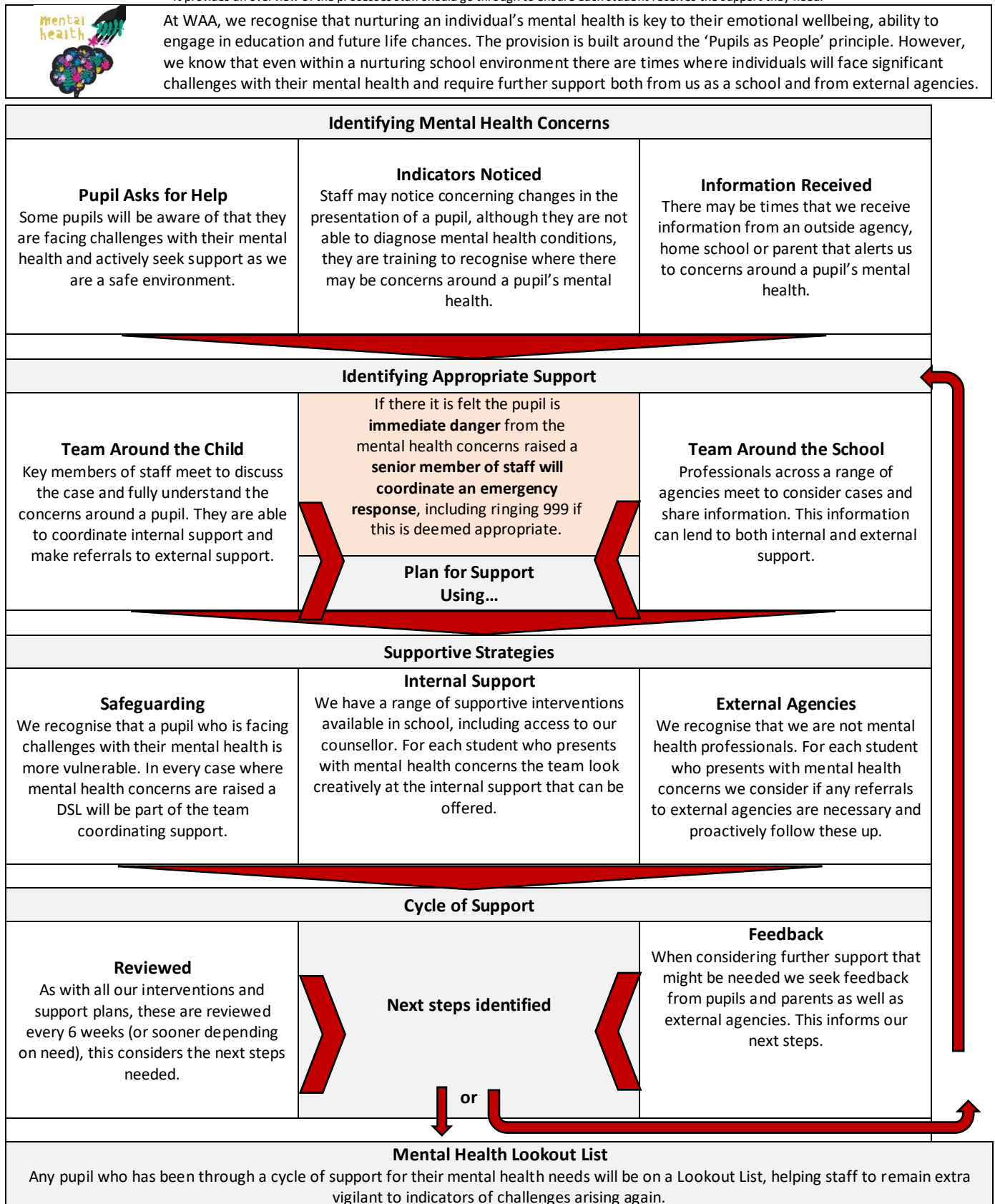
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 3: Identifying and Supporting Mental Health

This flow chart shows the practices as described in other policies and documents (Safeguarding Policy, SEND Policy etc.) that are utilised to identify and support pupils' mental health. It provides an overview of the processes staff should go through to ensure each student receives the support they need.



Appendix 4: Risk Assessment – Child-on-child abuse including Sexual Abuse and Sexual Violence

* Note this has been adapted from Herefordshire Council – highlighted as a model of good practice.

Basic Information	
DSL team lead for incident	
Name(s) of victim	
Name(s) of child alleged to have caused harm	
Name(s) of any child witnesses	

Considerations	Risk Consider victim, child alleged to have caused harm, other pupils and staff	Risk level High Medium Low	Actions taken to reduce risk	Risk level High Medium Low
What was the incident?				
Who was involved?				
Where did it happen?				
Does this incident constitute a crime? (Assault, sexual assault, rape, sharing of indecent images, etc.) As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSIE (2024) and DfE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident? (for example bullying or 'retribution'?)				
Do they share classes?				
Do they share lunch times? Do they share peer / friendship groups?				

<p>Do they share transport to/from school? Have public transport risks been taken into account?</p>				
<p>Are they likely to come into contact with each other (or anyone else involved/with knowledge of the incident) outside of school? How can such contact be limited?</p>				
<p>Is there a risk of harm from social media and gossip?</p>				

Appendix 5: Online Search for Recruitment

Please note that candidates will be informed that the school may carry out online checks as part of the due diligence process.

Record of Online Searches Undertaken on shortlisted candidates

Candidate Name/ Reference Number	
Role Shortlisted for	
Search conducted by	
Date	
Searches Undertaken	<p>Concerns raised for discussion at interview:</p> <p>Record ONLY information that suggests the candidate:</p> <ul style="list-style-type: none"> • Is unqualified for the role • Poses a potential safeguarding risk • Risks damaging the reputation of your school/trust
<p>Google:</p> <p>Candidate Name</p> <p>Candidate Name + current employer</p> <p>Candidate Name + previous employer (s)</p> <p>Candidate Name + job title</p> <p>Candidate Name + educational institution</p> <p>Candidate Name + news</p>	
Linkedin	
Twitter	
Facebook	
Current Employer's Website	

Questions to consider during search	Yes	No
<p>Does the work / education history & qualifications on the application form differ from that given on their LinkedIn profile. If so please give details below for discussion with candidate at interview:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Do any posts indicate the individual may not be suitable to work with children (e.g. personal posts of pictures with pupils/ discriminatory opinion). If the answer is 'Yes' then please give brief details below for further discussion with the candidate at interview:</p>	<input type="checkbox"/>	<input type="checkbox"/>