MAIDSTONE GRAMMAR SCHOOL
FOUNDED 1549

Maidstone Grammar School Safeguarding and Child Protection Policy 2026-2027

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 have signed to say they have read and understood its contents.

Key Contact Personnel in School

Designated Safeguarding Lead: Miss R Johnson, Deputy Headteacher

Deputy Designated Safeguarding Lead(s):
Mrs Z Harris, Deputy Headteacher
Mr M Rivers, Assistant Headteacher-KS5
Mr P Highway, Assistant Headteacher-KS4
Mr J Hanratty, Deputy Headteacher-KS3
Mr R Williams, Student Services Manager
Miss C Bassett, Deputy Student Services Manager

The Designated Teacher for Looked After and Previously Looked-After Children: Miss R Johnson, Deputy Headteacher
Named Safeguarding Governor: Mrs C Norey
Ratified by Governors: July 2026 (subject ratification by Full Governors)
Date of next review: July 2027 (or when guidance is updated)

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

What to do if you have a welfare concern in Maidstone Grammar school

Why are you concerned?

- For example:
- Something a child has said, for example, an allegation of harm
- Child's appearance; may include unexplained marks/bruises as well as dress
- Behaviour change(s)
- Witnessed concerning behaviour

Immediately record your concerns

- Follow the school's procedure as outlined in training
  - Reassure the child and clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Explain you cannot promise confidentiality and must pass on to a DSL/DDSL team
  - Follow up immediately with a written record
  - Use child's own words- record facts not opinion
  - Pass on your written record to the DSL or a DDSL or speak to them in person
  - Seek support for yourself if required from DSL
  - The confidential shared email for DSL and DDSLs at MGS is DSL@mgs.kent.sch.uk

Inform the Designated Safeguarding Lead (Miss R Johnson) or Deputy (Mr M Rivers, Mr Williams, Mrs Harris, Mr Highway, Mr Hanratty or Miss Bassett)

Designated Safeguarding Lead

- Consider whether a child is at immediate risk of harm; are they safe to go home?
- If a child is at risk of immediate harm, call the Integrated Front Door on 03000 411 111 (outside office hours - 03000 419 191) or the Police on 999 immediately
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate, for example, Internal or community services, early help open access, LADO, Police, or make a Request for Support via Integrated Children's Services: 03000 411 111
- If unsure, consult with Area Education Safeguarding Advisor or Local Authority Social Worker at the Front Door: www.kscmp.org.uk

If you are unhappy with the response

Staff:

- Speak to the DSL, Headteacher or Chair of Governors
- Follow MGS Whistleblowing Procedures

Students and Parents:

- Follow school complaints procedures – see website or contact Mrs Mantle PA to Headteacher

DSL / DDSL to record decision making and action taken in the child's Safeguarding File in CURA

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)
(to Miss Johnson or Deputy DSL)

At all stages the child's circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the **child's safety** is **paramount**

1. Child Focused Approach to Safeguarding

1.1 Introduction

- Maidstone Grammar School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and stude
- nts/students) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

- Maidstone Grammar School believes 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.

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

- Staff working with children at Maidstone Grammar School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL when they have concerns about a child.

- The school recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of children's behaviour and consider any underlying trauma.

- Maidstone Grammar School recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school/college children are respected and are encouraged to talk openly. As far as reasonably possible, we will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

- Our core safeguarding principles are:
    - **Prevention**
        - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
    - **Protection**
        - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
    - **Support**: adopt a child centred approach and provide support for all students/ parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.
    - **Collaboration:** with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- The procedures contained in this policy apply to all staff, governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2026.

1.2 Policy Context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2026 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

    - Keeping Children Safe in Education 2026 (KCSIE 2026)
    - Children's Wellbeing and Schools Act 2026
    - Working Together to Safeguard Children (WTSC)
    - Ofsted: Education Inspection Framework
    - Framework for the Assessment of Children in Need and their Families 2000
    - Kent and Medway Safeguarding Children Procedures
    - Early Years and Foundation Stage Framework (EYFS)
    - The Education Act 2002
    - Education and Inspections Act 2006
    - The Education (Independent School Standards) Regulations 2014
    - The Non-Maintained Special Schools (England) Regulations 2015
    - The Human Rights Act 1998
    - The Equality Act 2010 (including the Public Sector Equality Duty)

- 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 students 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.

- Maidstone Grammar School will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.

1.3 Definition of Safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

    - providing help and support to meet the needs of children as soon as problems emerge
    - protecting children from maltreatment, whether that is within or outside the home, including online
    - preventing impairment of children's mental and physical health or development
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
    - promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
    - taking action to enable all children to have the best outcomes.

- Child protection is part of safeguarding and promoting the welfare of all children and is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

- Maidstone Grammar 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 who are absent or missing from education
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation (CCE)
    - Contextual safeguarding (risks outside the family home)
    - County lines and gangs
    - Domestic abuse
    - Drugs and alcohol misuse
    - Fabricated or induced illness
    - Faith abuse
    - Gender based abuse and violence against women and girls
    - Hate
    - Homelessness
    - Human trafficking and modern slavery
    - Mental health
    - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
    - Online safety
    - Child on child abuse (including harassment and violence)
    - Preventing radicalisation and extremism
    - Private fostering
    - Relationship abuse
    - Serious violence- which may involve physical assault, the carrying or use of weapons or intent to use
    - Sexual violence and sexual harassment
    - So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
    - Upskirting

1.4 Related Safeguarding Policies

This policy should be read in conjunction with other school policies available on the school website including but not limited to:

- Online Safety Policy
- Behaviour and Antibullying Policy including Search, Screening and Confiscation Policy and Use of Reasonable Force and other Restrictive Interventions
- Special Educational Needs Disability Information and Policy
- Data Protection Policy
- Attendance Policy
- Supporting People with Medical Needs Policy
- Allegations and Low Level Concerns Policy

KCSIE 2026 states that all schools should be mobile phone-free environments by default. Statutory guidance on mobile phones in schools is clear that the Department for Education expects schools to

implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts. The MGS policy and procedures for mobile phones and devices are laid out in the school's Behaviour and Antibullying Policy.

1.5 Policy Compliance, Monitoring and Review

- Maidstone Grammar School will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

- All staff (including temporary staff) will be provided with an electronic copy of this policy and Part One of KCSIE 2026 through annual training or induction processes. All staff are required to read and understand these key documents and to sign to confirm that they have done this. Key policy information can also be found on the school website and in the Approved Policy folder in the Staff Document area of the School VLE.

    - Parents/carers can obtain a copy of the Maidstone Grammar School Safeguarding and Child Protection Policy and other related policies on request. Additionally, our key policies can be viewed via the school/ website: Our Policies & Documents - Maidstone Grammar School

- The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems to the governing body in the form of an annual safeguarding report, regular updates through Committee meetings and communications with the Link Governor when appropriate. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and Leadership

- The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

- The governing body have regard to the KCSIE 2026 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

- 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 DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

- The Designated Safeguarding Lead will ensure that our child protection and safeguarding policies and procedures adopted by the governing body are understood, and followed by all staff.

2.2 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Ensuring that staff understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Ensuring the DSL communicates this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that the School follows its Allegations and Low Level Concerns Policy in the event of an allegation of abuse made against another member of staff or volunteer.

2.3 Designated Safeguarding Lead (DSL)

- The school has appointed Miss R Johnson, Deputy Headteacher and a member of the senior leadership team as the Designated Safeguarding Lead (DSL).

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence / support the DSL's role:

Mrs Z Harris, Deputy Headteacher
Mr M Rivers, Assistant Headteacher-KS5
Mr P Highway, Assistant Headteacher-KS4
Mr J Hanratty, Deputy Headteacher-KS3
Mr Williams Manager Student Service Department
Miss Bassett, Deputy Student Services Manager

- It is the role of the DSL to carry out their functions as identified in KCSIE 2026. This includes but is not limited to:
    - Acting as the central contact point for all staff to discuss any safeguarding concerns
    - Maintaining a confidential recording system (CURA) for safeguarding and child protection concerns.
    - Coordinating safeguarding action for individual children
        - When supporting children with a social worker or Looked After Children the DSL should have the details of the child's social worker and the name of the virtual school staff member that looks after the child (with the DSL liaising closely with the designated teacher)
    - Liaising with other agencies and professionals in line with KCSIE 2026 and WTSC 2018

- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
- Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities. The DSL/ DDSLs are not available when the school is closed for school holiday periods.
- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities, including when the school is closed in periods of local or national lockdown due to COVID.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Ensure that when a child moves to another school, child protection files are transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.
- Informing the Headmaster of any significant safeguarding issues.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.4 Members of Staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe any changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

- All members of staff have a responsibility to:
  - provide a safe environment in which children can learn.
  - be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
  - know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact 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.
  - be prepared to identify children who may benefit from early help.
  - understand the early help process and their role in it.
  - understand the MGS safeguarding policies and systems.
  - undertake regular and appropriate training which is regularly updated.
  - be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - know how to maintain an appropriate level of confidentiality.

- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.5 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.
  - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
  - Contribute to the development of school policies.
  - Receive help from a trusted adult.
  - Learn how to keep themselves safe, including online.

2.6 Parents and Carers

- Parents/carers have a responsibility to:
  - Understand and adhere to the relevant school policies and procedures.
  - Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online.
  - Seek help and support from the school or other agencies where there is a concern.

3. Child Protection Procedures

3.1 Recognising Indicators of Abuse and Neglect

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. This is outlined locally within the Kent Support Levels Guidance.

- Maidstone Grammar School recognises 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

  Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. For further information see KCSIE 2026.

- Maidstone Grammar School recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse 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 will be explored by the DSL on a case-by-case basis.

- Maidstone Grammar School recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

- Parental behaviors can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

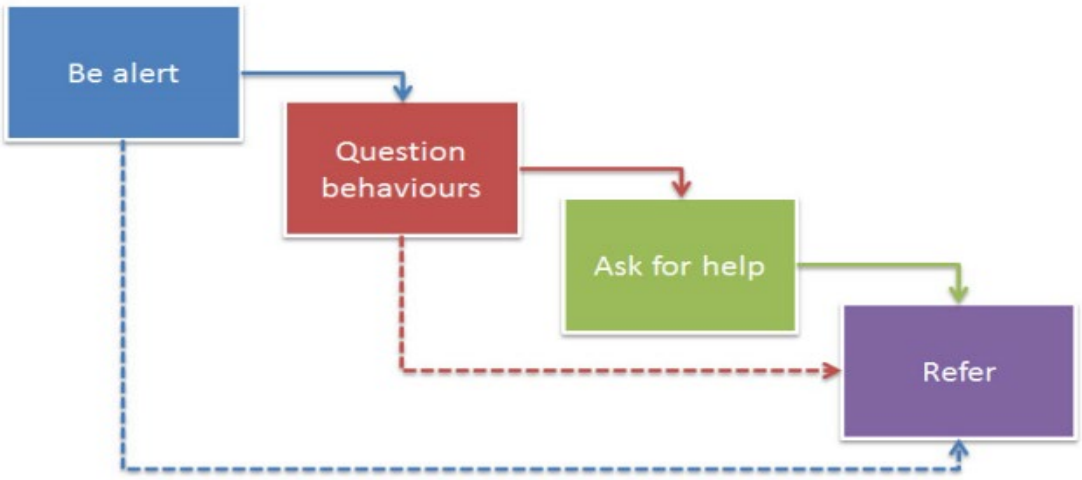
- Children may report abuse happening to themselves, other children or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the School. 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online.

- By understanding the indicators or 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.

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



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

- In all cases, if staff are unsure, they will always speak to the DSL (or Deputy).

- Maidstone Grammar School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

- If deemed necessary by the Headmaster or by staff authorised by the Headmaster 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's Behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

3.2 Responding to Child Protection Concerns

- If staff are made aware of a child protection concern, they are expected to:
    - Reassure the child and clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
    - Explain they cannot promise confidentiality and must pass on to a DSL/DDSL team
    - Follow up immediately with a written record
    - Use child's own words- record facts not opinion
    - Pass on their written record via email to the DSL or a DDSL or speak to them in person as soon as possible, followed by a written record.
    - Seek support for themselves if required from DSL

- The DSL or a deputy should always be available to discuss safeguarding concerns during term time. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from Education Safeguarding Service or via consultation with a social worker from the Front Door. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

- Maidstone Grammar School will respond to concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP).
    - The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk
    - Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and/or Children's Social Work Services as part of Integrated Children's Services (ICS) in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-childrens-services

- Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to Integrated Children's Services and/or the police, in line with KSCMP procedures.
    Maidstone Grammar School recognises that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making**.**
    - 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 for Integrated Children's Services (ICS).

- 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 and Integrated Children's Services (ICS). Parents/carers will be informed of this, 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.

- All staff are aware of the Early Help referral process used by the School and in Kent and this forms part of in school safeguarding training.

  - Where it is identified a child may benefit from Early Help support (as provided by ICS), the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.
    - The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.

  Indicators that a student may be suitable for referral to Early Help services include:
  -Where the student has experienced multiple suspensions and / or is at risk of being permanently excluded.
  - -Where the student has a parent or carer in custody, or is affected by parental offending
  - -Where the student Is frequently missing/goes missing from education, home or care

  - If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following the Kent Escalation and Professional Challenge Policy 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.

  - Maidstone Grammar School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.

3.3 Recording Concerns

  - Key designated staff record all safeguarding concerns, discussions and decisions, and reasons for those decisions electronically in the School's restricted access safeguarding software CURA. All concerns are shared with the DSL and DDSLs and then recorded in CURA. Staff can pass on a concern either by sending a confidential email to the Designated safeguarding Team or DSL or by seeking out the DSL / DDSL immediately in person, in the first place.

- Records will be completed as soon as possible after the incident/event, using the child's words where possible. CURA records details of the reporting member of staff and the date. Child protection records will record facts and not personal opinions. A body map will be completed in CURA if injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the record in CURA as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL. If in doubt a record will be made and this could form part of a "bigger picture".
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records are confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible and within 5 days. Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.
- Where the school receives child protection files, the DSL is also the SENCO and will therefore be aware of relevant information as required.

3.4 Multi-Agency Working

- Maidstone Grammar School 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.

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

3.5 Confidentiality and Information Sharing

- Maidstone Grammar School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2026.

- Maidstone Grammar School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school/college is complaint with all matters relating to confidentiality and information sharing requirements.

- 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 2026). DfE ''Information sharing advice for safeguarding practitioners'' (2018) provides further detail.

- The DSL/ DDSLs or designated members of the pastoral team within school will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

    - Where reasonably possible, the school holds more than one emergency contact number for each student and we always ask for more than one emergency contact number on all our entry forms. There is an expectation that emergency contact information will be held for both parents, unless doing so would put a child at risk of harm.

    - Where allegations are made or concerns are raised in relation to organisations or individuals using the school premises the school will make a referral to the LADO or via the Integrated Front Door in the

normal way to ensure that is discharges its safeguarding duty. The school's agreements/ contract with outside groups using the premises require them to confirm that they meet KCSIE's requirements in terms of safeguarding.

- The School will ensure that an appropriate adult is present if the Police attend school and they require to search a student. The usual expectation will be that member of the safeguarding team will sit in with a student (especially if below 16 years) if they are meeting with the Police for any reason.

3.6 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 Policy available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found in the policy section on the school website at: Our Policies and Documents - Maidstone Grammar School

- 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.
    - 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 the school 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 8 of this policy.

4. Specific Safeguarding Issues

- Maidstone Grammar School is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with children will read annex B of KCSIE 2026 which contains important additional information about specific forms of abuse and safeguarding issues.

- We understand that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. Understanding contextual safeguarding includes recognising that children are 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.2 Child on child Abuse

- All members of staff at Maidstone Grammar School recognise that children are capable of abusing other children, and that it can happen both inside and outside of school and online.

- Maidstone Grammar School recognises that child on child abuse can take many forms, including but not limited to:
    - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
    - abuse in intimate personal relationships between young people
    - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - sexual violence and sexual harassment
    - consensual and non-consensual making and sharing of nudes or semi-nude images and/or videos (including AI generated)
    - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
    - initiation/hazing type violence and rituals

- Maidstone Grammar School believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- Maidstone Grammar School recognises that even if there are no reported cases of child on child abuse, such abuse is still likely to be taking place.

- All staff have a role to play in challenging inappropriate behaviours between children and young people. Staff recognise that some child on child abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

- Concerns about learner's behaviour, including child on child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, IT acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline students for poor behaviour outside of the school premises e.g. when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

- In order to proactively minimise the risk of child on child abuse (including harassment and violence), Maidstone Grammar School:

    - Provides full safeguarding training for all staff at least every two years with detailed and regular updates at intervals throughout the year in between.
    - Provides safeguarding briefings for all students at the start of each academic year so they understand key issues including: what child on child abuse is; how to report a concern (including face to face, via email or via Teams 1:1 chat messaging or via Report Any Concern email; what will happen when they report a concern; who the staff are on the school's Safeguarding Team.
    - Regularly reinforces the expectations laid out in the MGS Student Code of Conduct

- Reinforces the School's key values of respect and kindness through its Inspire to Belong programme.
- Regularly reinforces safeguarding messages and information to students through the school's assembly programme and the Tutor time programme.
- Provides age appropriate information through PSHCE lessons in Years 7-11 and PSHCE sessions and drop down days in the Sixth Form
- Displays safeguarding information around the school.
- Provides opportunities for student voice through the House Councils and School Council and confidential student surveys.

- Maidstone Grammar School wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child on child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies. Students who experience abuse will be offered appropriate support, regardless of where the abuse takes place. Alleged victims, perpetrators and any other child affected by child on child abuse will be supported by a range of approaches including:

- Support from key staff on the Pastoral Team including Safeguarding staff, Student Services Staff, Members of the House Team

- Working with parents and carers

- Support of our fully qualified School Counsellor or Mind worker.

- Support from student mentors or external mentors where appropriate

- Support from external agencies where appropriate following a single point referral.

4.3 Child on Child Sexual Violence or Harassment

- When responding to concerns relating to child on child sexual violence or harassment, Maidstone Grammar School will follow the guidance outlined in Part Five of KCSIE 2026.

- Maidstone Grammar School recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously 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.

- When there has been a report of sexual violence or harassment, the DSL/ Deputy DDSLs will consider on a case-by-case basis how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
    - Their decision making will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students and staff and any actions that are required to protect them.

- 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, 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.

- If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

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

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working will all age groups, not just older learners.

- Maidstone Grammar School recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos is a safeguarding issue. This includes indecent images partly or fully created using AI. All concerns will be reported to and dealt with by the DSL (or Deputies). The DSL (or deputies) will determine the nature of the safeguarding response required.

- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:
  - Report any concerns to the DSL immediately.
  - Never 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, this will be immediately reported to the DSL.
  - Not delete the imagery or ask the child 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.
  - Staff training makes it clear that if in doubt staff should "Seize the device and seek advice".

- 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' and the local KSCMP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
  - the DSL/ Deputies will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
  - Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
  - All decisions and action taken will be recorded in line with school child protection procedures.
  - A referral will be made to ICS and/or the police immediately if:

        - the incident involves an adult (over 18).
        - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
        - 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.
    - The DSL/ Deputies may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
    - If DSL/ Deputies are unsure how to proceed, advice will be sought from the Education Safeguarding Service. The DSL/DDSL may also seek support from the School Police Liaison Officer, including when concerns involve students from other local schools.

4.5 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Maidstone Grammar School recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.6 Serious Violence

- The school follows the KCSIE 2026 guidance Part 5 in relation to incidents of child on child sexual harassment and sexual violence. We protect students and educate students in relation to this issue in many ways including through whole staff safeguarding training, behaviour and safeguarding assemblies for students; our PSHCE programme; our school behaviour policy; training and education for all students in relation to consent, in an age appropriate way.
- Any concerns regarding serious violence 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.

4.7 So-called honour based abuse

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.

- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fmu@fcdo.gov.uk

- Whilst all staff will speak to the DSL (or deputy) if they have any concerns about FGM, there is a specific legal reporting duty on teachers.
    - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl.
    - It will be rare for teachers to see visual evidence, and they should not be examining students, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information and FGM Mandatory reporting Duty Fact Sheet.

  Unless the teacher has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Childrens Services should be informed as appropriate.

4.8 Preventing radicalisation

- Maidstone Grammar School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- Maidstone Grammar School recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

- Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

4.9 Cybercrime

- Maidstone Grammar School recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL/ Deputies will be informed, and consideration will be given to accessing local support e.g. via Early Help to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

5. Supporting Children Potentially at Greater Risk of Harm

- Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

5.1 Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- Maidstone Grammar School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

- Maidstone Grammar School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

- Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

- To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL is also the SENCO.

5.2 Children Requiring Mental Health Support

- 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 that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood 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. The usual school process is that concerns will be shared with parents who will also be advised to seek appropriate medical support e.g. from a GP. In addition, internal school referrals may be made to our fully qualified school counsellor or MIND worker. The school can also make a referral via the Kent Digital front door which also links to CAMHs. Other monitoring and support can be put in place in school to support students via the extended pastoral team and the Cause for Concern monitoring process.

5.3 Children Absent from Education

- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

- A robust response to children who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of children going missing in the future. This includes when problems are first emerging and also where children are already known to Kent Integrated Childrens Services and/or have a social worker (such as a child who

is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

- Where possible, the MGS will hold more than one emergency contact number for each student, so we have additional options to make contact with a responsible adult if a child missing education is also identified as a welfare and/or safeguarding concern.

- Where the school/college have concerns that a child is missing from education, we will respond in line with our statutory duties (DfE: Children missing education) and local policies. Local support is available via the PRU, Inclusion and Attendance Service (PIAS).

- Children missing from education, particularly with unexplainable and/or persistent absences, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Where the school/college have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the PRU, Inclusion and Attendance Service (PIAS).

5.4 Elective Home Education

- Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national Elective Home Education guidance and local Kent guidance.

- We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.5 Children who need a Social Worker and Children who are Young Carers

- The DSL will hold details of social workers working with children in the school so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

- Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

- The School is also alert to the needs of Young Carers and recognises that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. The school understands that early identification is key to making sure Young Carers receive support at the right time from the right services. This is emphasised in the school's safeguarding training for staff.

5.6 Looked after children, previously looked after children and care leavers

- Maidstone Grammar School recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

- The school has appointed a 'designated teacher' (Miss Johnson, Deputy Headteacher / DSL) who works with local authorities to promote the educational achievement of registered students who are looked after or who have been previously looked after. Miss Johnson may be supported in this role by other identified pastoral staff where appropriate, who work closely with Miss Johnson.

- The designated teacher will work to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school staff member in the authority that looks after the child.

- Where the school believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 -or 18 if the child is disabled- is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the front door.

- Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7 Domestic Abuse

Maidstone Grammar School recognises that:

- domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
- children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
- anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
- domestic abuse can take place within different types of relationships, including ex-partners and family members.
- there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
- domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account children's lived experiences.
- it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.

- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

- Maidstone Grammar School is an Operation Encompass School. This means we work in partnership with Kent Police to provide support to children experiencing the effects of domestic abuse. An Operation Encompass notification is sent to the school when the police are called to an incident of domestic abuse and there are children in the household; the police are expected to inform schools before the child(ren) arrive the following day.
  - Operation Encompass notifications help ensure that we have up to date and relevant information about children's circumstances and enables us to put immediate support in place according to the child's needs.

- Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to the front door will be made if there are any concerns about a child's welfare.
- Where the school is unsure of how to respond to a notification, advice will be sought from the Education Safeguarding Service or the Operation Encompass helpline which is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

5.8 Children who are privately fostered

- Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with children.

- Where private fostering arrangements come to the attention of the MGS, we must notify Kent Integrated Childrens Services in line with the local KSCMP arrangements in order to allow the local authority to check the arrangement is suitable and safe for the child.

5.9 Gender Questioning Children

Maidstone Grammar School will follow the guidance as laid out in KCSIE 2026 including the following:

- Members of staff should not adopt any changes relating to social transitioning unless a decision has been made by the school following involvement from the child's parents or carers.
- Schools should make sure that the decision-making process around requests for support with social transition is documented and records are kept.
- As a first step when considering a request for support with social transition, schools should consider what is in the best interests of the child and other children.
- In most cases, this would be carried out in conjunction with the child's parents or carers, with referral to clinical evidence and advice where relevant. Parents and carers should be actively involved and their views treated with importance
- In circumstances where involving parents or carers would put the child at a greater risk than not involving them, the school should involve the DSL to determine what action should be taken.
- Schools should explore how best to support conversations with parents and carers, including offering for a staff member to be present or speak to parents and carers on the child's behalf.
- In cases where a child speaks to a staff member about their feelings but does not ask the school to make any changes around support with social transition, there is no reason to share this information any further unless there is a related safeguarding risk.
- Accommodating social transition is an active intervention so schools and colleges should take a very careful approach
- Schools should sensitively discuss any constraints to social transitioning, highlighting that supporting social transitioning does not include allowing access to toilets, showers, changing rooms or residential accommodation designated for the opposite sex.
- Schools and colleges are legally required to record a child's biological sex accurately wherever it is recorded.

6. Online Safety

6.1 Overview

- It is recognised by Maidstone Grammar School that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The school recognises that technology, and the risks and harms related to it, evolve and change rapidly. It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Maidstone Grammar School adopts a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- Maidstone Grammar School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

    - **Content:** being exposed to illegal, inappropriate or harmful content (e.g. pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism). KCSIE 2026 also highlights misinformation, disinformation (including fake news), and conspiracy theories.
    - **Contact:** being subjected to harmful online interaction with other users (e.g. child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes).
    - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm (e.g. making, sending and receiving explicit images; consensual and non-consensual sharing of nudes and semi-nudes and/or pornography; sharing other explicit images and online bullying).
    - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

In addition, as required in KCSIE 2026 the school proactively works to take all reasonable steps to ensure that there is appropriate filtering and monitoring in relation to AI, in line with guidance from the DfE. Further information can be found in the School's Online Safety Policy on the school website.

6.2 Policies and Procedures

- The DSL has overall responsibility for online safety within the school. The DSL is supported in this role by the School Business Manager and the IT Network Manager, IT Technicians and other relevant staff. Other members of staff with appropriate skills and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example, when developing curriculum approaches or making technical decisions.

- Maidstone Grammar School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform (VLE), our parent portal (INSIGHT) 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.

- Maidstone Grammar School recognises the specific risks that can be posed by mobile phones and cameras and has appropriate policies (MGS Student Code of Conduct, Behaviour Policy, Mobile Devices Policy) in place so that key expectations can be shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the school's **Online Safety Policy** and **Acceptable Use Policy**.

- Maidstone Grammar School will ensure that appropriate filtering and monitoring systems are in place when students and staff access school systems and internet provision.

- Maidstone Grammar School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Students and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified, appropriate action will be taken.

- Maidstone Grammar School will ensure a comprehensive whole school curriculum response is in place (including through our PSHCE programme) to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

- The Headteacher will be informed of online safety concerns by the DSL, as appropriate.

6.3 Appropriate Filtering and Monitoring

In addition, as required in KCSIE, the school proactively works to take all reasonable steps to ensure that there is appropriate filtering and monitoring across the school network and all school issued devices including MGS 1:1 laptops issued to students, in relation to AI and in line with guidance from the DfE.

Internet connectivity is provided through resilient dual-fibre connections protected by Sophos next-generation firewalls. Web filtering is enforced through the Sophos firewall platform and applies to all internet traffic routed through the school's network.
In addition, all staff and student devices are equipped with Senso.cloud, which provides device-level filtering and monitoring capabilities both on-site and when devices are used off-site.
FastVue reporting is used to provide enhanced visibility, analysis and reporting of internet usage and filtering activity, supporting safeguarding, monitoring and investigative processes.

Monitoring alerts are sent to the Safeguarding Team and Network Manager in SENSO. These alerts flag up any concerns over online safety or misuse of the internet, school devices (in and out of school) and Teams by either a member of staff or a student when connected to the school network or externally if using school issued IT equipment. Alerts are manually checked and appropriate action taken**.** Safeguarding assemblies and staff training ensures that staff and students are aware of these monitoring practices and expectations for appropriate use.

The school also takes steps to filter Internet content to ensure that it is appropriate to the age and maturity of students. If staff or students discover unsuitable sites, then the URL will be reported to the ICT department. In the case of serious sites / unsuitable sites this will be reported to the Network Manager and then the School Business Manager and / or DSL. Any material found by members of the school community that is believed to be unlawful will be reported to the appropriate agencies by the DSL and/or the School Business Manager. Regular software and broadband checks will take place to ensure that filtering services are working effectively. This information has been shared with staff, including through staff safeguarding training.

The school's Online Safety Policy contains further information on Filtering and Monitoring.

6.4 Information Security and Access Management

- Maidstone Grammar School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners.

- Maidstone Grammar School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.5 Staff Training / Online Safety Training

- Maidstone Grammar School ensures that all staff receive regular safeguarding and online safety training as part of induction and annual INSET training. This training is delivered by the DSL and also by Kent or other providers if appropriate. Annual staff and student training by the DSL always includes a significant emphasis online safety.

6.6 Educating Learners

- Maidstone Grammar School will ensure a comprehensive whole school approach is in place to enable all learners to learn about and manage online risks effectively. This will include education through the PSHCE programme, Tutor programme, School Assembly programme and school curriculum.

6.7 Working with Parents/Carers

- Maidstone Grammar School will communicate with parents/carers to raise awareness of issues relating to online safety and make them aware and alert of the potential online benefits and risks for children.

6.8 Remote and Blended Learning

Information on remote and blended learning is contained in the School's Online Safety Policy.

7 Staff Engagement and Expectations

7.1 Awareness, Induction and Training

- All members of staff have been provided with a link to Part One of Keeping Children Safe in Education 2026 which covers safeguarding information for staff.
    - School leaders, including the DSL will read KCSIE in its entirety.
    - School leaders and all members of staff who work directly with children will read annex B.
    - All members of staff have signed to confirm that they have read and understood part one of KCSIE 2026. A record of this is held in the School's single central record.

- The DSL will ensure that all new staff (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. Short term supply staff receive an induction pack which includes the School's Safeguarding and Child protection Policy

- All staff members (including agency and third-party staff) receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues – full safeguarding training is delivered annually on September INSET day with regular updates in between. Staff joining during the year are required to watch a video version of the full training and must sign to say they have done this.

- Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. These may, for example, be provided in staff meetings, staff briefings and by email.

- Staff are welcome and encouraged to contribute to and shape school safeguarding arrangements and child protection policies.

- The DSL provides regular updates to the governing body detailing safeguarding training undertaken by key / all staff and will maintain an up to date register of who has been trained.

- Although the school has a nominated lead for the governing body (Mrs C Norey) all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

7.2 Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school Staff Code of Conduct. Staff receive an updated copy of this annually on September INSET day and must sign to say they have read it.

- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the Safeguarding and Child Protection Policy and are aware of the school expectations regarding safe and professional practice via the staff Staff Code of Conduct and IT Acceptable Use Policy (AUP). All staff receive updated electronic copies of these annually on September INSET day and must sign to say they have read them.

- Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force or other restrictive interventions will be in line with our agreed policy and procedures and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including Staff IT Acceptable Use Policy and Staff Code of Conduct.

7.3 Supervision and Support

- 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 and Deputies 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 School Business Manager or the Headmaster.

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

8 Safer Recruitment and Allegations

8.1 Safer Recruitment and Safeguarding Checks

- Maidstone Grammar School is committed to ensure that it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
    - MGS follows Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS); this includes in relation to KCSIE Paragraph 383-390 in relation to volunteers.
    - The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as 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.

- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- Maidstone Grammar School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- All staff must disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

    - Where the school/college places a student with an alternative provision provider (e.g the Rosewood School or Viewpoint at Hillview), we continue to be responsible for the safeguarding of that student and satisfy ourselves that the provider can meet the needs of the student.
    - MGS obtains written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our school/college would otherwise perform in respect of our own staff.

- Where the school organises work experience placements, we will follow the advice and guidance as identified in part Three of KCSIE 2026.

8.2 Allegations/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

- The School will respond to allegations in line with the local Kent allegations arrangements and Part Four of KCSIE 2026.

- Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (Section 355 KCSIE 2026) will be recorded and dealt with appropriately in line with national and local guidance and the School's Allegations and Low Level Concerns Policy. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

- Where the school is unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding Service.

- In the situation that the MGS receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

8.3 Concerns that meet the 'harm threshold'

- Maidstone Grammar School 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 a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has
    - behaved in a way that has harmed a child, or may have harmed a child and/or
    - possibly committed a criminal offence against or related to a child and/or;
    - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- Allegations against staff which meet this threshold will be referred immediately to the Headmaster who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Headmaster, staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO.

8.4 Concerns that do not meet the 'harm threshold'

- Maidstone Grammar School may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our Staff Code of Conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

- The School follows its Allegations and Low Level Concerns Policy where low-level concerns are reported.

- Low-level concerns are recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

- Staff safeguarding training emphasises the importance of staff passing on low level concerns to the Headmaster in the first place to prevent escalation, ensure staff adhere to good professional practice and provide support to staff where required.

8.5 Safe Culture

- As part of our approach to safeguarding, the School has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our Staff Code of Conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at the school will take all concerns or allegations received seriously.

- All members of staff are made aware of the school Whistleblowing procedure which is available on the school website at: Our Policies and Documents - Maidstone Grammar School

- It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

- Maidstone Grammar School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
    - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO).

9. Opportunities to teach safeguarding

- Maidstone Grammar School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships and Sex Education (secondary schools) and Health Education (for all state-funded schools) as part of our PSHCE programme; covering issues in the Tutor programme and our assembly programme.

- We recognise that schools 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. Many areas of school life at Maidstone Grammar School 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- this includes through the House and pastoral system, vertical tutor groups, the curriculum, assemblies and extra-curricular involvement, amongst others.

- Maidstone Grammar School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

- 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.

10. Physical Safety

10.1 Use of 'reasonable force' and other restrictive interventions

- There may be circumstances when it is appropriate for staff to use reasonable force and other restrictive interventions in order to safeguard children from harm. Full information can be found in the school's Behaviour and Antibullying Policy

10.2 The Use of Premises by Other Organisations

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

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

10.2 Site Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. Visitors will be expected to, sign in and out via the office visitors' log and to display a visitor's badge whilst on site.

- Staff and 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. If staff do not feel confident to challenge or the individual is presenting in any way which causes concern then they should immediately report information to Reception to call 999 for immediate Police support or staff may phone 999 directly from the nearest available phone.

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

11 Local Support

- All members of staff Maidstone Grammar School are made aware of local support available and the referral system in Kent as part of whole staff safeguarding training delivered on the September INSET day.

Details of how to contact the Kent Lado and safeguarding Sevices via their enquiry forms can be found at: LADO Education Safeguarding Advisory Service (LESAS) - KELSI

Kent Integrated Children's Services

- Front door: 03000 411111

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

- Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, exploitation 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. The definition also includes where a child sees, hears or experiences the effects of abuse in relation to domestic abuse. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

Signs that MAY INDICATE physical abuse

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

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

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

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
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Kent Resilience Hub

- https://kentresiliencehub.org.uk/

Substance Misuse

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

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk

- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

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

Child on child abuse, including bullying, sexual violence and harassment

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

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
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

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/

- Anna Freud: www.annafreud.org/schools-and-colleges/

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

Children with Family Members in Prison

National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/