



Safeguarding and Child Protection Policy

This policy covers the Senior and Prep Schools and EYFS

Governors' Committee normally reviewing policy	Governing Body
Date policy formally approved by Governors	November 2022
Period of review	1 Years
Last review date	August 2026
Next review date	August 2027

Person responsible for monitoring implementation and effectiveness of the policy	Deputy Head Pastoral
Other relevant policies	Safeguarding Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

Kingsley School Key Safeguarding Personnel

Out of hours DSL contact – 07775 827343, safeguarding@kingsleydevon.com

Role	Name	Email	Telephone
Designated Safeguarding Lead (DSL) & Deputy Head Pastoral	Miss Katrina Venner	kvenner@kingsleydevon.com	01237 426200
Head of Prep School & DDSL	Mrs Samantha Hammond	shammond@kingsleydevon.com	01237 426200
Assistant Head Pastoral & DDSL & Online Safety Lead	Mrs Jessica Willoughby	jwilloughby@kingsleydevon.com	
Nursery Manager & DDSL	Ms Hannah Whiteley	hwhiteley@kingsleydevon.com	
Designated Teacher	Ms Lucy Body	lbody@kingsleydevon.com	
Head	Mr Robert Pavis	rpavis@kingsleydevon.com	
Proprietor – Chair of Governors & Safeguarding Governor	Ms Claudia Bickford-Smith	claudia.bickford-smith@aldateseducation.com	

Safeguarding and Child Protection Procedure

1. Safeguarding Statement	4
2. Terminology	4
3. Safeguarding Legislation and Guidance	5
4. Policy Principles, Aims and Values	5
5. Roles and Responsibilities	6
6. Recognising and Responding to Safeguarding Concerns 'It Could Happen Here.'	10
7. Early Help and Families First	13
8. Contextual Safeguarding	14
9. Recording, Confidentiality, Sharing Information and GDPR	14
10. Whistleblowing and Allegations Against Staff	15
11. Physical Intervention	17
12. Online Safety	17
13. Use of Mobile Phones	18
14. Alternative Provision, Off-Site Safeguarding	18
15. Safeguarding Through the Curriculum	18
16. Early Years Foundation Stage (EYFS) – Additional Safeguarding Arrangements	19
17. Visitors and Visiting Speakers	20
18. Arrangements for the Use of the School Premises for Non-School Activities	20
19. Dealing with Safeguarding Concerns & Allegations about Organisations or Individuals using School Premises	21
20. Devon Safeguarding Partnership Arrangements	21
21. Escalation and Professional Challenge	21
22. Policy Links	22
Appendix	23
1. Categories of Abuse	23
2. Anti-Bullying/Cyberbullying	27
3. Bullying, Prejudice and Racist Incidents	27
4. Radicalisation and Extremism	27
5. Domestic Abuse (incl Operation Encompass)	30
6. Exploitation (incl Child Sex Exploitation, Child Criminal Exploitation & County Lines)	31
7. Female Genital Mutilation (FGM)	33
8. Forced Marriage	35
9. Honour or Faith-Based Abuse	36
10. One Chance Rule	36
11. Mental Health	36
12. Private Fostering Arrangements	37
13. Looked after children and previously looked after children	37
14. Children Missing Education & Children Absent from Education	38
15. Child on Child Abuse (including Sexual Violence, Sexual Harassment and HSB)	38
16. Online Safety	42
17. Youth produced sexual imagery (sexting)	46
18. Arrangements for Safeguarding Children on Trips and Visits and for Work Experience	47
19. Additional Resources	48

1. Safeguarding Statement

Kingsley School recognises our moral and statutory responsibility to safeguard and promote the welfare of all students and expects all staff, governors, and volunteers to share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.

Kingsley School recognises that safeguarding and promoting the welfare of children is everyone's responsibility. We adopt a child-centred approach, ensuring that the best interests of the child are at the heart of all decision-making.

- We are committed to working in partnership with children, families and other agencies to provide help and support as soon as problems emerge and to protect children from harm, both within and outside the home, including online.
- We recognise the importance of a whole-family approach and actively involve parents, carers, and family networks wherever it is safe and appropriate to do so.
- We ensure that children's voices are heard and acted upon, and that all children are enabled to achieve the best possible outcomes.

Kingsley School is committed to a strong, open and positive safeguarding culture. This means:

- staff feel confident to raise concerns.
- concerns are acted on quickly.
- leaders provide clear oversight.
- safeguarding is embedded in all aspects of school life.

We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice. We listen to our students and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Safeguarding and Child Protection policy underpins and guides our safeguarding procedures and protocols.

The school recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. The school will comply with its obligations as set out in the National Minimum Standards in relation to safeguarding at all times.

2. Terminology

Safeguarding and promoting the welfare of children is defined 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 through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, adoptive parents and LA corporate parents.

3. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Keeping Children Safe in Education](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguarding Children](#)
- [Children missing education - GOV.UK](#)
- [Information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)
- [What to do if you're worried a child is being abused](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)
- [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)
- [Behaviour in schools - GOV.UK](#)
- [Out-of-school settings: safeguarding guidance for providers - GOV.UK](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

4. Policy Principles, Aims and Values

- All children have an equal right to protection, safeguarding and opportunities, regardless of their characteristics or circumstances.
- All adults, including staff, volunteers and governors, share responsibility for safeguarding and must act on any concerns that a child may be at risk of harm.
- The school will provide a safe, caring and supportive environment that promotes children's wellbeing and development.
- Appropriate support will be provided to children and staff involved in safeguarding concerns.

This policy aims to:

- ensure all staff understand their responsibility to safeguard children
- provide clear guidance on how to recognise and respond to concerns
- ensure children feel safe, valued, respected and listened to

- recognise that abuse can occur in families, communities and between children
- ensure concerns are identified, recorded and acted upon promptly
- promote effective communication within school and with external agencies
- support early identification and intervention to prevent escalation
- ensure safe recruitment practices are followed
- set clear expectations for professional conduct and safe working practice

Our school will:

- provide a safe and supportive environment
- encourage children to speak to trusted adults
- listen to children and take concerns seriously
- respond with empathy and understanding
- refer to appropriate support services where needed
- work with families and partner agencies
- share information appropriately to keep children safe • teach children how to stay safe, including online and in relationships
- support children's wellbeing, confidence and independence

Our school community will:

- create an environment where children feel safe to talk and be heard
- ensure all children know who they can go to for help
- gather and respond to the views of children, parents and staff
- embed safeguarding across the curriculum
- teach children about risk, safety, relationships and online awareness
- ensure clear guidance on the safe use of technology is understood

5. Roles and Responsibilities

We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies, proprietors and management committees.
- The Head
- The designated safeguarding lead
- The deputy designated safeguarding leads
- Staff

Training and Support

All staff will complete annual safeguarding (Level 2) training and will receive safeguarding updates from the school DSL. Staff will also complete Prevent Awareness training, Health and Safety in Education, Fire Safety in Education and Moving and Handling Training.

All EYFS staff are required to attend safeguarding training specifically designed for staff caring for 0-5 year olds which must cover all the areas set out in Annex C of the EYFS Statutory Framework: "Criteria for effective safeguarding training."

The DSLs undertake Level 3 Safeguarding training at least every two years and any relevant Devon Safeguarding Partnership (DSCP) training which support them in their role including inter-agency working and the DSCP frameworks and referral process.

All staff will receive a copy of:

- the school's Safeguarding Policy and Child Protection Procedure including the Prevent Duty,
- the school's Whistleblowing Policy,
- the school's Staff Code of Conduct,
- the school's Acceptable Use of IT Policy,
- the school's Behaviour Policy,
- the school's Bullying Prevention Policy (including cyber-bullying and prejudice-based and discriminatory bullying),
- the school's Children Missing Education Policy
- Part 1 and Annex A of KCSiE (2026)
- the school's DSLs and their roles.

Governors

The governing body holds strategic responsibility for safeguarding.

They will ensure that:

- safeguarding arrangements are effective, compliant and regularly reviewed
- there is a whole-school approach to safeguarding
- appropriate policies (e.g. safeguarding, behaviour, staff conduct) are in place
- a Designated Safeguarding Lead (DSL) is appointed with sufficient time and resources
- safer recruitment procedures are followed, including DBS checks and Single Central Record
- staff receive regular safeguarding training and updates
- students are taught about safeguarding, including online safety
- appropriate filtering and monitoring systems are in place
- allegations against staff are managed in line with statutory procedures (including LADO)

They will also provide challenge and oversight and ensure safeguarding is a priority across the school.

The Head

The Head has operational responsibility for safeguarding.

They will ensure that:

- safeguarding policies and procedures are implemented effectively
- the DSL is supported with time, training and resources
- staff receive safeguarding training and understand their responsibilities
- there is a strong safeguarding culture across the school
- systems are in place for children to raise concerns and be heard
- appropriate action is taken where concerns or allegations arise
- staff wellbeing is supported

Designated Safeguarding Lead (DSL)

The DSL will take lead responsibility for safeguarding and child protection

Key responsibilities include:

Managing referrals (the list below is not exhaustive)

- to Children's Social Care (Front Door)
- Police
- Channel (Prevent)
- Disclosure and Barring Service (DBS)

Working with others

- act as a point of contact for safeguarding agencies
- support staff with safeguarding concerns

- work with parents/carers appropriately
- contribute to multi-agency plans

Information management

- maintain secure, accurate child protection records
- ensure information is shared appropriately

Raising awareness

- ensure safeguarding policies are understood
- promote a strong safeguarding culture

Training and development

- maintain up-to-date knowledge
- ensure staff receive safeguarding updates

Supporting staff

- provide advice and guidance
- support staff dealing with safeguarding issues

Child-centred practice

- understand and reflect the views, wishes and experiences of children

The DSL will be available during school hours.

Deputy Designated Safeguarding Leads (DDSL)

The DDSLs are trained to the same standards as the DSL, and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL a deputy will assume all of the functions above.

All Staff

All staff will play a critical frontline role in safeguarding.

They will:

- read and understand KCSIE Part 1 and Annex A
- maintain an attitude of “it could happen here”
- be able to identify signs of abuse, neglect and exploitation
- act in the best interests of the child

When responding to concerns staff will:

- report concerns immediately to the DSL
- record concerns clearly and factually
- not investigate or delay action
- support children appropriately

Disclosures

Staff must:

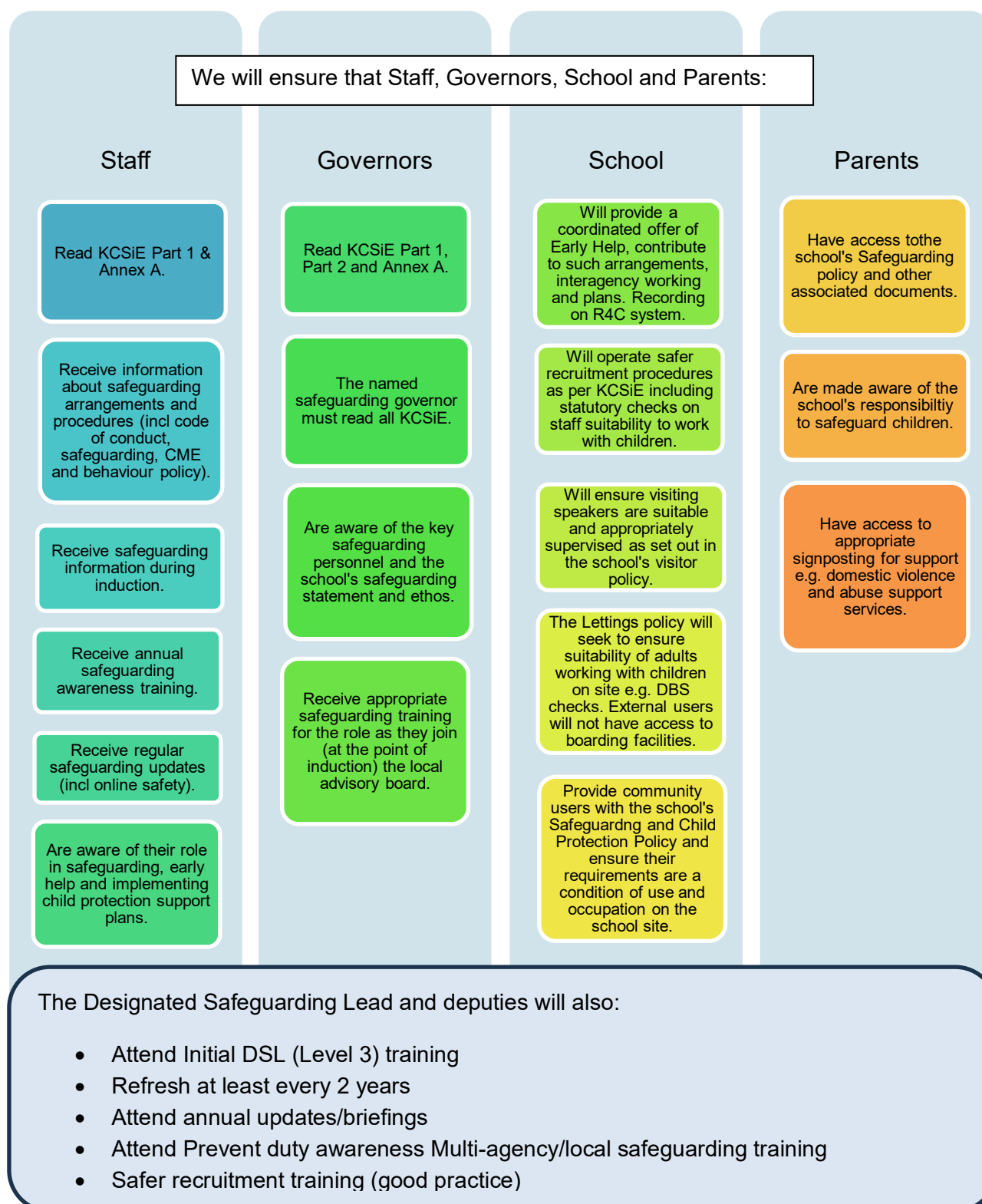
- listen carefully
- reassure the child
- not promise confidentiality
- pass information on without delay

Multi-agency working

- contribute to plans where required
- share information appropriately

Safeguarding environment

- help maintain a safe and supportive learning environment
- model appropriate professional conduct



The school is committed to **safer recruitment** processes to create a culture that safeguards and promotes the welfare of children in the school whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the school. Please refer to separate policies and guidance for full details; this guidance will follow the Independent Schools Standards Regulations and comply with guidance with regard to the Disclosure and Barring Service

("DBS"). Members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, undergo full pre-employment child protection checks prior to starting work including an enhanced DBS check and, where applicable, the disqualification by association (Child Care Act 2006).

6. Recognising and Responding to Safeguarding Concerns 'It Could Happen Here.'

Recognise:

All staff should recognise that any child, in any setting, can be a victim of abuse and maintain an attitude of "it could happen here." Safeguarding issues are often complex and overlapping, with multiple factors present rather than isolated concerns.

Abuse, neglect, and exploitation are forms of maltreatment that can occur through harm caused or failure to prevent harm. These may take place within the family, institutional, or community settings, and can involve adults or other children. Abuse can occur both offline and online, including through the use of technology to facilitate harm. Child-on-child abuse may also take place and such abuse is never acceptable, it will be taken seriously and not dismissed as 'banter'.

Safeguarding concerns may also arise outside the home (contextual safeguarding), including risks such as sexual and criminal exploitation, serious youth violence, and radicalisation. Staff should also understand that behaviours such as substance misuse, truancy, and sexting can increase vulnerability and may be linked to child-on-child abuse.

Further details on the categories of abuse (physical, emotional, sexual, and neglect), indicators of harm, and specific safeguarding concerns are provided in the relevant appendices and statutory guidance, including *Keeping Children Safe in Education*.

There are a number of specific safeguarding concerns that we recognise our students may experience:

• child missing or absent from education • child missing from home or care • child sexual exploitation (CSE), child criminal exploitation (CCE) • bullying including cyberbullying • domestic abuse • drugs • fabricated or induced illness • faith abuse • female genital mutilation (FGM) • forced marriage • gangs and youth violence	• gender-based violence/violence against women and girls (VAWG) • mental health difficulties • private fostering • radicalisation • youth produced sexual imagery (sexting) • teenage relationship abuse • trafficking • child on child abuse • upskirting • serious violence • sexual harassment
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Staff may sometimes suspect a student is at risk without clear evidence, noticing changes in behaviour, unusual work, or signs of distress. While these indicators may be linked to everyday life events (such as family changes, bereavement, or illness), they could also signal abuse or safeguarding concerns. Staff will be professionally curious around such situations they will also explore barriers to attendance.

In such situations, staff will provide the student and/or their parents with an opportunity to talk and offer support, for example by asking if they are okay or how they can help.

Further information on the different types of safeguarding concerns and schools' response can be found in the Appendices section –

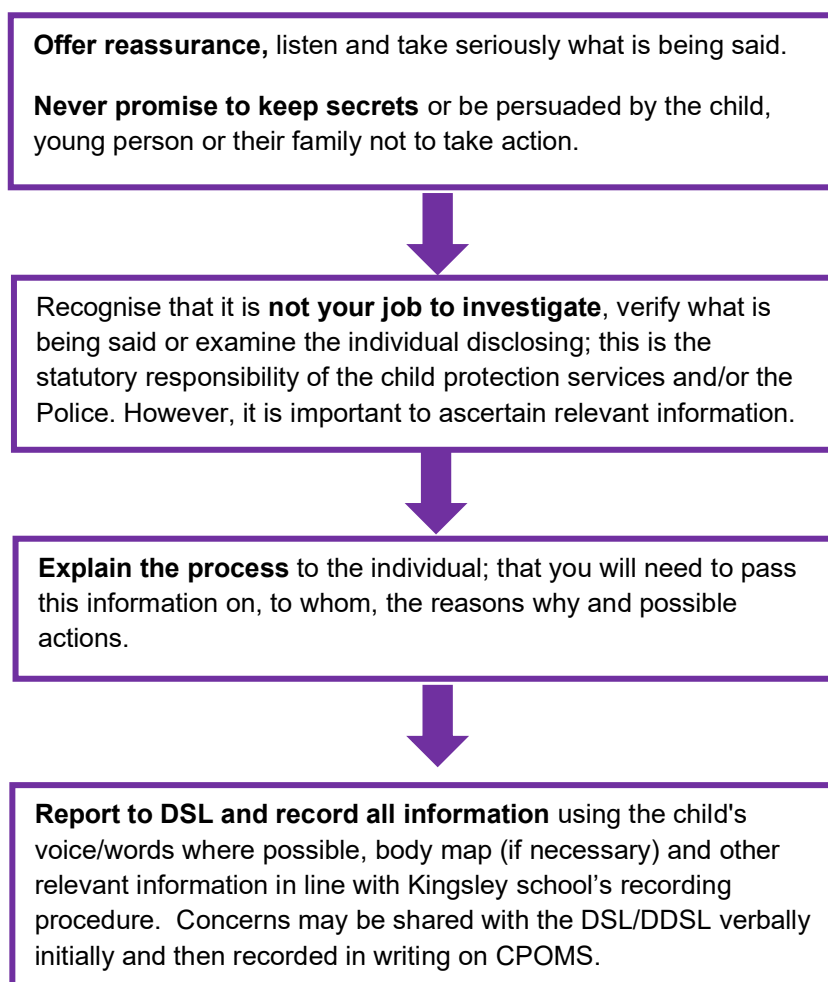
App 1. Categories of Abuse
App 2. Anti-Bullying / Cyberbullying
App 3. Bullying, Prejudice and Racist Incidents
App 4. Radicalisation and Extremism
App 5. Domestic Abuse (including Operation Encompass)
App 6. Exploitation (including CSE, CCE and County Lines)
App 7. Female Genital Mutilation
App 8. Forced Marriage
App 9. Honour or Faith-Based Abuse
App 10. One Chance Rule
App 11. Mental Health
App 12. Private Fostering Arrangements
App 13. Looked After Children & Previously Looked After Children
App 14. Children Missing Education and Children Absent from Education
App 15. Child on Child Abuse (incl Sexual Violence, Sexual Harassment and HSB)
App 16. Online Safety
App 17. Youth Produced Sexual Imagery (Sexting)
App 18. Arrangements for safeguarding children on trips and visits and for work experience and clubs run by external providers.
App 19. Additional Resources

Responding:

- Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:
 - a clear and comprehensive summary of the concern.
 - details of how the concern was followed up and resolved.
 - a note of any action taken, decisions reached and the outcome.
- If the student does begin to reveal that they are being harmed, staff should follow the advice in FLOW CHART A and in the table below 'student making a disclosure'.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

FLOW CHART A

RESPONDING TO A CONCERN/DISCLOSURE



If a student discloses to a member of staff

- We recognise that disclosure takes courage; children may feel fear, shame, guilt or may not understand they are being abused.
- A child's first experience of sharing concerns must be positive, as they may need to repeat their account to other professionals.

During their conversation with the student staff will

- Listen carefully and allow the child to speak freely.
- Remain calm, not show shock, and take the disclosure seriously.
- Reassure the child it is not their fault and they have done the right thing.
- Use open questions, avoid leading questions or assumptions.
- Allow silence and avoid pressure, judgement, or criticism.
- Avoid unnecessary physical contact.
- Explain what will happen next and that information cannot be kept secret.

Notifying Parents

- Concerns will usually be discussed with parents by the DSL/DDSL.
- If informing parents may increase risk, advice will be sought from the Local Authority Safeguarding Hub first.

- Parents will not be informed in cases such as forced marriage or honour or faith-based abuse where this could increase harm; police involvement may be necessary.

Making a referral

- All concerns or disclosures must be reported immediately to the DSL.
- The DSL will decide if a referral to the Local Authority Safeguarding Hub or other support is required.
- Any staff member can make a referral if necessary.
- Parents and the child will usually be informed unless this increases risk.
- If a child remains at risk or their situation does not improve, further action should be taken.
- Immediate danger requires urgent referral to the Safeguarding Hub and/or police.
- The DSL must be informed of all referrals.

Supporting our Staff

- We recognise safeguarding cases can be distressing for staff.
- Support is provided through the DSL and access to further guidance as needed.

7. Early Help and Families First

Devon adopts a graduated approach to help, including universal services, Family Help (targeted early help) and statutory intervention.

Staff will identify children and families who may benefit from early intervention and will work with the DSL to initiate appropriate support, including the use of early help assessments and multi-agency planning.

Early Help aims to prevent escalation of need and improve outcomes for children by addressing concerns at the earliest possible stage.

School recognise that some children may have additional vulnerabilities due to e.g. specific need, previous childhood trauma and staff will always be professionally curious and approach such situations in a relational manner. Seeking to identify the child and families' needs and strengths to improve safeguarding outcomes and lived experience.

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

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from education, care or from home.
- Is misusing drugs or alcohol themselves.
- LGBTQ+, Gender questioning and gender diverse children.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has a social worker.
- Has returned home to their family from care.
- Is a privately fostered child.
- Is showing early signs of abuse and/or neglect and/or exploitation.

- Is at risk of being radicalised or exploited.
- Has an imprisoned parent.
- Is experiencing mental health, wellbeing difficulties.
- Is persistently absent from education (including persistently absent for part of the school day).
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a student referral unit.
- Is at risk of honour or faith-based abuse such as FGM or forced marriage.
- Is pregnant or a parent themselves.
- Exhibits early signs of abusive, violent or harmful behaviours.

8. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

9. Recording, Confidentiality, Sharing Information and GDPR

The school recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping. We work in line with *Working Together to Safeguard Children, Keeping Children Safe in Education*, and the Data Protection Act 2018.

Confidentiality and Information Sharing

- Safeguarding information is highly sensitive and shared only on a strict need-to-know basis, as determined by the DSL or Headteacher.
- All staff have a professional duty to share information to protect children; GDPR and the Data Protection Act 2018 do not prevent sharing where a child is at risk.
- Staff must not promise confidentiality to a child if it could compromise their safety.
- Concerns should normally be discussed with the DSL, Headteacher, or Chair of Governors, who will decide on further sharing. However, any staff member can make a referral if necessary.
- Parents will usually be informed of referrals unless doing so would increase risk or impede a criminal investigation.
- Information should be shared early to identify and respond to safeguarding concerns.
- All information sharing must be:
 - Necessary and proportionate
 - Relevant and adequate
 - Accurate
 - Timely
 - Secure

Recording Safeguarding Concerns

All staff must:

- Use the school's agreed recording system.
- Record information factually, clearly, and promptly, including dates, times, and context.
- Include body maps where appropriate.

- Report concerns to the DSL immediately (verbally if urgent), followed by written records.
- Document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes.
- Ensure the voice of the child is clearly captured.

Storage and Transfer of Records

- Safeguarding records are kept secure, confidential, and separate from student files.
- Records are managed in line with GDPR and statutory guidance.
- When a student transfers school, safeguarding files are shared securely and promptly (within 5 working days), with consideration for earlier information sharing where appropriate to support the child.

Inter-Agency Working

- The school will work collaboratively with external agencies and share relevant information to safeguard children effectively.
- Where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care.

Kingsley School will ensure that images of children used within publications, publicity and on the website has written parental consent prior to any images being taken and used. This consent will be obtained in line with school's annual data collection process.

10. Whistleblowing and Allegations Against Staff

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'.

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers and contractors), then this should be referred to the Head in the first instance. Where there are concerns about the Head, this should be referred to the Ms Bickford-Smith.

If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. All staff must adhere to the school's **Staff Code of Conduct**.

This includes:

- Maintaining professional boundaries
- Using technology appropriately
- Avoiding behaviour that could be misinterpreted



A low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations/harm threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the Governing Body in making this decision.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

The School has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL and how they can be contacted.

The School will ensure that students are aware of how they can raise a concern should they be worried about a member of staff conduct – through a trusted adult or using the reporting system on Firefly.

11. Physical Intervention

- Physical intervention will only be used as a last resort, where a child is at risk of harming themselves or others, and only the minimum force necessary will be applied.
- All incidents must be recorded and witnessed.
- Staff likely to use physical intervention will receive appropriate training.
- For children who may require planned physical intervention such plans will be agreed with students, parents and staff and included in care plans and/or risk assessments.
- Any intervention causing injury or distress may be subject to safeguarding or disciplinary procedures.
- Appropriate professional touch is recognised, and staff follow 'Safe Practice' guidance to maintain clear boundaries.

Full details are found in the school's Positive Physical Intervention Policy.

12. Online Safety

Kingsley school recognises that online safety is a key component of safeguarding and that risks to children can occur both online and offline. Such risks can also include the use of Artificial Intelligence.

- Online safety is a whole-school responsibility and part of the safeguarding culture.
- Risks may include content, contact, conduct, and commerce harms.
- Children should be supported to use technology safely, respectfully, and responsibly.

The DSL will ensure appropriate filtering and monitoring systems are in place to safeguard students and with the support of the Governing Board hold regular review of systems to ensure effectiveness (as a minimum annually).

Should incidents/online concerns be reported they will be treated as a disclosure of concern/ safeguarding issue: recorded, investigated and supported.

In addition, staff will:

- Receive regular training on online safety risks
- Model safe and appropriate use of technology

Further detail on schools' response to online and AI risks can be found in the Online Safety and AI Policies.

13. Use of Mobile Phones

The School operates as a mobile phone-free environment by default, in accordance with the DfE's guidance. Students do not have access to their mobile phones throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime (unless a clearly defined exception has been agreed by the Head – eg for medical support).

The School recognises that notwithstanding the mobile phone ban, children may still have access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), through other personal devices such as smart watches or, where permitted, personal laptops or tablets. The School's filtering and monitoring systems may not apply to content accessed via students' personal devices. Where those devices are not connected to the School's network. To mitigate this risk, the School requires students using personal devices to connect to the internet only through the School's filtered network. Students read and sign the Acceptable Use Agreement annually.

14. Alternative Provision, Off-Site Safeguarding

Where students attend alternative provision or off-site settings, the school will ensure that:

- Appropriate safeguarding arrangements are in place
- Providers have suitable safeguarding policies and procedures
- Staff working with children are appropriately vetted
- There is clear communication between the school and the provider

The school retains overall responsibility for safeguarding students placed in alternative provision.

15. Safeguarding Through the Curriculum

The school recognises that safeguarding is not only about response, but also prevention through education. Students are taught how to recognise risks, develop resilience, and keep themselves safe.

- Safeguarding education is embedded across the curriculum (e.g. RSHE, PSHE, Computing, assemblies).
- Learning is age-appropriate, inclusive, and progressive.
- Students are supported to develop knowledge, skills, and confidence to stay safe in a range of contexts.

In line with statutory guidance, students are taught about:

Personal Safety and Wellbeing

- Healthy and respectful relationships
- Consent, boundaries, and recognising abuse
- Mental health, wellbeing, and seeking support

Online Safety

- Safe and responsible use of technology
- Risks such as cyberbullying, grooming, exploitation, and harmful content
- Digital footprints and privacy

Risk and Vulnerability

- Exploitation (criminal and sexual)
- Child-on-Child abuse

- Substance misuse and risky behaviours
- Radicalisation and extremism (Prevent duty)

Wider Safeguarding Issues

- Domestic abuse
- FGM, forced marriage, honour or faith-based abuse (as age-appropriate)
- County lines and serious youth violence

Skills and Protective Behaviours

Students are taught to:

- Recognise unsafe situations and warning signs
- Identify trusted adults and know how to seek help
- Report concerns confidently
- Make informed and safe decisions

Student Voice and Participation

- Students are encouraged to share worries and concerns
- Systems are in place to ensure students feel listened to and supported
- Feedback from students helps shape safeguarding practice

Staff Responsibilities

- All staff understand their role in reinforcing safeguarding messages
- Teaching is delivered by trained staff and supported through regular safeguarding updates
- Staff respond appropriately to any concerns arising from learning

Partnership with Parents and Agencies

- The school works with parents to promote safeguarding messages at home
- External agencies may support delivery (e.g. police, health professionals)

16. Early Years Foundation Stage (EYFS) – Additional Safeguarding Arrangements

The School adheres to the requirements set out in the EYFS Statutory Framework including the requirements regarding paediatric first aid training, safer eating and children's privacy in relation to toileting and nappy changes.

Disqualification from Working in Childcare

Where staff work in, or are involved in the management of, the school's early years or provision of care of students under the age of eight, the school will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the school's safer recruitment practices, further details of which can be found in the School's Safer Recruitment Policy.

The school records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the school will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

Use of Mobile Phones and Cameras

EYFS and Pre-Prep staff are not allowed to use personal devices such as phones, cameras or recording equipment to capture or record the students. They are not to be taken into classrooms and must only be used in designated staff areas. This is done with the sole intention of protecting our children from harm. Please see the school's EYFS Use of Mobile Phones and Cameras Policy.

Duty to Notify Ofsted

The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware (or ought reasonably to have become aware) of it.

The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the school premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Safeguarding Training

The School ensures staff are trained in line with the criteria set out in Annex C of the EYFS Statutory Framework and are supported to implement the Policy on an ongoing basis.

17. Visitors and Visiting Speakers

The school has clear protocols for ensuring that any visitors or visiting speakers are appropriately supervised.

The school's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and the British values of democracy.

The school will undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the school. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting Speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visitors and Visiting Speakers, whilst on the school site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification documents

18. Arrangements for the Use of the School Premises for Non-School Activities

When services or activities at the school are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the school, the school will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The school will ensure that the DSL or DDSL can be contacted and/or is available at all times the school premises is in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll.

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.

19. Dealing with Safeguarding Concerns & Allegations about Organisations or Individuals using School Premises

The school may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow their safeguarding policy and procedures, including informing the LADO.

The school will expect, where appropriate, providers to fully comply with the DfE guidance <https://www.gov.uk/government/collections/keeping-children-safe-in-out-of-school-settings>

The school has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL and how they can be contacted.

20. Devon Safeguarding Partnership Arrangements

The school works in accordance with the **Devon Safeguarding Children Partnership (Devon SCP)** multi-agency safeguarding arrangements.

These arrangements are led by the three statutory safeguarding partners:

- Devon County Council
- NHS Devon
- Devon & Cornwall Police

The school will:

- Follow the Devon SCP policies and procedures and the Southwest Child Protection Procedures
- Apply the Devon Levels of Need framework to support decision-making and referrals
- Make referrals through the Children's Front Door (Request for Support) in line with local procedures
- Participate fully in multi-agency safeguarding arrangements, including Child Protection Conferences, Core Groups and strategy discussions
- Share information appropriately to safeguard children
- Follow the Devon SCP escalation protocol where there are professional disagreements to ensure that children's safety is prioritised
- Engage with and implement learning from Child Safeguarding Practice Reviews and local safeguarding learning

21. Escalation and Professional Challenge

We recognise the importance of professional curiosity and challenge in safeguarding children.

If a member of staff feels that:

- A safeguarding concern has not been taken seriously
- Appropriate action has not been taken
- A child remains at risk

They must:

- Escalate their concern to the DSL or senior leader
- Follow the school's escalation procedures
- Refer directly to children's social care if necessary

The school will support staff to challenge decisions and will follow local escalation (professional challenge) procedures where there are disagreements between agencies.

22. Policy Links

This policy also links to Kingsley School's policies including:

• Behaviour • Staff Code of Conduct • Whistleblowing • Bullying Prevention • Boarding • Drugs and Alcohol • Positive Physical Intervention • Student Supervision • Health & Safety • Lockdown • Allegations Against Staff • Attendance • PSHE • RSE	• Online Safety • Staff Social Media • EYFS Use of Mobile Phones and Cameras Policy. • Student Use of Electronic Devices • Risk Assessment • Intimate Care • CSE • Radicalisation and Extremism • Data Protection • Safer Recruitment • Visitors • Children Missing Education • Missing Student • All Medical Policies • Visiting Speakers
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Appendix

1. Categories of Abuse

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance
- Unexplainable and/or persistent absences from education

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Local Authority Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent(s)/ carers.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and specific needs)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. Staff should also be aware that children may cause harm to other family members, often referred to as child to parent or care giver abuse.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Mongolian Blue Spot: Bruising in non-mobile children is rare and may indicate abuse or neglect. Birth marks, especially Mongolian Blue Spots, can mimic bruising. Mongolian Blue Spot can be identified (see below), however if in any doubt as to the cause of the bruise refer to [Southwest Child Protection Procedures](#) Local Authority guidance and consultation.

- Areas of skin hyperpigmentation – flat, not raised, swollen or inflamed
- Not painful to touch
- Usually present at birth/ develop soon afterwards
- Will not change in shape or colour within a few days
- Normally uniform blue/ grey in colour across the mark
- Common in African, Middle Eastern, Mediterranean and Asian children
- While most occur at the lower back and buttocks, they can appear anywhere (e.g. back of shoulder or limb). Scalp/ face rarely affected

- Can be single/ multiple, vary in size, but mostly few centimetres diameter
- Gradually fade over many year

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment

- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

2. Anti-Bullying/Cyberbullying

Our school policy on bullying prevention is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Local Advisory Board. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the bullying prevention procedures are seen to be ineffective, the Head, Deputy Head Pastoral and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

3. Bullying, Prejudice and Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

4. Radicalisation and Extremism

The Prevent Duty for England and Wales (2023)¹ under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism².

School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in the Appendix section.

¹ [The Prevent duty guidance](#)

² [The Prevent duty: Safeguarding learners vulnerable to radicalisation.](#)

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)³.

The school, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, the DSLs and the Safeguarding Governor to ensure that the school's safeguarding arrangements are sufficiently robust to help prevent children from being drawn into terrorism and are regularly revised. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Staff should follow the school's normal referral processes when there are concerns about children who may be susceptible to extremist ideology and radicalisation. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. In non-urgent cases where police advice is sought then dial 101 or the national police Prevent advice line on 0800 011 3764.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
 - Seek to provoke others to terrorist acts.
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

³ [Promoting Fundamental British Values](#)

Indicators of vulnerability include:

- Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

[The Prevent Duty can be accessed via this link.](#) (School specific para's 57-76)

[The Prevent duty: safeguarding learners vulnerable to radicalisation.](#)

[The Prevent Duty in higher education \(HE\): training and guidance for practitioners.](#)

Guidance on Channel <https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the Home Office website.

5. Domestic Abuse (incl Operation Encompass)

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

How does it affect children?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases children may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/> The Domestic and Sexual Violence DCC website 0345 155 1074

If you are concerned about a child or young person in Devon please contact the [DCC - Request for support \(outsystemsenterprise.com\)](https://dcs.violence-devon.gov.uk/) on 0345 155 1071

If you are concerned about an adult (aged 16+) in Devon please complete the [Risk Identification Checklist](#) (Safelives DASH RIC) to identify the level of risk which support service to refer them too, and follow the advice on the [MARAC page](#) for all levels of risk.

If you are concerned about a vulnerable adult please contact [Adult Social Care](#) on 03451551007 (9am – 5pm Monday to Thursday, Friday 9am – 4.30pm and 9am – 5pm on Saturdays), alternatively, you can [download a Word version of the report a safeguarding concern form](#) and email it to adultsc.safeguardingadultservices-mailbox@devon.gov.uk (Devon Safeguarding Adults Service). In an emergency, please contact the Emergency Duty Service 0345 6000388.

FearFree Support Service is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. Telephone 0345 155 1074 or email admin.devon@fearfree.org.uk

SAFE (Stop Abuse For Everyone) is a charity based in Exeter providing help and support to children and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or visit the website [SAFE Foundation \(wearesafe.org.uk\)](https://wearesafe.org.uk)

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge: <https://www.refuge.org.uk/>

Operation Encompass

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

6. Exploitation (incl Child Sex Exploitation, Child Criminal Exploitation & County Lines)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be very different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL. We aware there is a clear link between regular school absence/truanting, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the appropriate Local Authority Assessment tool e.g. the Exploitation Toolkit, the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment⁴ on all occasions when there is a concern that a child is being or is at risk of being sexually or criminally exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. These assessments will indicate to the DSL whether e.g. a Safer Me Early Help approach or referral to the Exploitation Hub/Local Authority Safeguarding Hub is required. If the DSL is in any doubt, they will contact the Safeguarding Hub consultation.

In all cases if the assessment identified any level of concern the DSL should contact their local MACE⁵ (Missing and Child Exploitation) and email the completed (e.g. Safer Me) assessment along with a Safeguarding Hub enquiry form. If a child is in immediate danger the police should be called on 999.

⁴ [DevonSCP Adolescent Safety Framework info and Safer Me Assessment](#)

⁵ [DevonSCP MACE guidance](#)

Gang violence: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/olence> <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

The school includes the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- Going missing from home or school
- Regular school absence/truancy
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration by an object) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

For further information on signs of a child's involvement in sexual exploitation: [Child sexual exploitation: guide for practitioners](#), [Tackling Child Sexual Abuse Strategy - GOV.UK](#),

For further information on County Lines: [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

7. Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁶.

The duty applies to all persons in our School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18, and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM identified in this section of the Appendix. Concerns about FGM outside of the mandatory reporting duty should be reported as per our school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Circumstances and occurrences that may point to FGM happening are:

⁶ [FGM procedural information](#)

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage (outlined below) there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

8. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the Devon Safeguarding Children's Hub.

Further information on forced marriage is available in guidance published by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

9. Honour or Faith-Based Abuse

Honour or faith-based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour or faith-based abuse might be committed against people who.

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

10. One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a student who is a potential victim and have just one chance to save a life.

Kingsley School is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

11. Mental Health

The school has an important role to play in supporting the mental health and wellbeing of its students. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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. Staff have access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found the DfE's [Mental health and behaviour in schools guidance](#).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the usual safeguarding procedures set out in this policy or by speaking to the DSL in the first instance.

When supporting children experiencing mental health difficulties the school will explore resources such as

<https://www.devonschoolswellbeing.org.uk/emotional-health-and-wellbeing/>

[Promoting children and young people's mental health and wellbeing](#)

[Rise Above: Resources for School from Public Health England #esafety](#)

[Every Interaction Matters Webinar](#)

[Wellbeing for Education Recovery](#)

[Preventing and Tackling Bullying](#)

[Promoting and supporting mental health and wellbeing in schools and colleges](#)

12. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify MASH of the circumstances.

13. Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse, neglect and exploitation. Our school will ensure that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual school head for children in care.

The designated teacher for looked after children works with the virtual school head to discuss how Student Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the Education of Looked After Children'.

14. Children Missing Education & Children Absent from Education

Attendance, absence and exclusions are closely monitored. The school will hold more than one emergency contact number for students and students where reasonably possible. Children who are absent from education, particularly on repeat occasions and/or for prolonged periods, and children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect and child sexual and/or criminal exploitation, particularly county lines. It is important that the school's response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. The school's procedures for unauthorised absence and for dealing with children who are absent, repeatedly and/or for prolonged periods, and children missing from education are detailed in the Missing Student Policy.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'⁷.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

If a child is failing to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, then the local authority will be notified of the absence.

The local authority will be notified when a student is deleted from the admission register / school register. This will be acted upon as soon as the grounds for deletion are met, but no later than deleting the student's name.

When working with local authority children's services where school absence indicates safeguarding concerns the school will have regard to the non-statutory DfE guidance '*Working together to improve school attendance*'.

15. Child on Child Abuse (including Sexual Violence, Sexual Harassment and HSB)

The DSL, Governing Body and Head will take due regard to Part 5, KCSiE

Child-on-child abuse is abuse by one or more children against another child or children. It can be standalone or as part of wider abuse and can happen both inside and outside of the school, and online. It can manifest itself in many ways and can include:

- abuse within intimate partner relationships - domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- bullying (including cyber bullying, prejudice-based and discriminatory bullying),
- abuse within intimate partner relationships between peers,
- physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm),
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
- upskirting - which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

⁷ [CME Statutory Guidance for Local Authorities](#)

- Sharing nudes and semi-nudes - consensual and non-consensual sharing of intimate images and or videos (also known as sexting or youth produced sexual imagery), including those generated using AI e.g. deep fakes.
- child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- harmful sexual behaviour – children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others
- serious youth violence⁸ – any offence of most serious violence or weapon enabled crime, where the victim is aged 0-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from or involved with serious violence and crime.

In most instances, the conduct of students towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school recognises that children are capable of abusing their peers. It will not be passed off as ‘banter’ or ‘part of growing up’.

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

The school aims to reduce the likelihood of child-on-child abuse through:

- the established ethos of respect, friendship, courtesy and kindness.
- high expectations of behaviour.
- clear consequences for unacceptable behaviour.
- providing a developmentally appropriate PSHE curriculum which develops students’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed.
- robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

Research indicates that young people rarely disclose child-on-child abuse and that if they do, it is likely to be to their friends. Therefore, the school will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL using the school’s child protection procedures as set out in this policy. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance will be sought from the Local Authority Safeguarding Hub and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a student’s behaviour negatively impacts on the safety and welfare of other students, then safeguards will be put in

⁸ [Preventing youth violence and gang involvement](#)

place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

One Minute Guide; <https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/safeguarding-no-14-peer-on-peer-abuse/>

Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Staff should be vigilant to:

- bullying (including cyberbullying),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- sexual violence and sexual harassment,
- sexting (also known as youth produced sexual imagery),
- initiation/hazing type violence and rituals,
- upskirting.

Sexual Harassment

The 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Sexual violence

Sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

Child-on-Child Sexual Violence and/or Harassment

Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never

acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sharing of Nudes and/or Semi-Nudes

The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer,
- children and young people digitally manipulate an image of a young person into an existing nude online,
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" sets out the classification of incidents, and how each should be handled.

Upskirting

Upskirting is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Harmful Sexual Behaviour

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration.

The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience,
- Knowledge of society's standards for what is being proposed,
- Awareness of potential consequences and alternatives,
- Assumption that agreements or disagreements will be respected equally,
- Voluntary decision,
- Mental competence.

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol "Working with Sexually Active Young People" available at [South West Child Protection Procedures](#).

One Minute Guide; <https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/no-46-harmful-sexual-behaviour/>

16. Online Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat, Discord, Tiktok and ooVoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

The school has an online safety policy which explains how we try to keep students safe in school and how we respond to online safety incidents (See flowchart below).

The school will liaise with parents to reinforce the importance of children being safe online and the systems the school uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the school their child is going to be interacting with online.

Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

AI and technology

1. Legal and Ethical Responsibilities

Schools must ensure that AI and technology use complies with existing safeguarding frameworks, including:

- Keeping Children Safe in Education (KCSIE) statutory guidance 1
- UK GDPR and Data Protection Act 2018
- Children's Online Privacy Protection and age-appropriate design codes

2. AI Use by Teachers

Teachers are permitted to use AI for tasks like lesson planning, marking, and admin. However, they must verify AI-generated content and ensure it is appropriate and accurate.

Final responsibility for safeguarding and educational content always lies with the teacher and school leadership.

3. AI Use by Students

Schools can decide whether students may use AI tools, but must:

- Enforce age restrictions (many AI tools are 18+)
- Ensure close supervision
- Use tools with built-in safety and filtering features

4. Data Security and Privacy

Schools must manage data security risks associated with AI and cloud-based tools.

The National Cyber Security Centre (NCSC) provides guidance on:

- Cloud security
- Cyber defence
- Device safeguarding (filtering and monitoring)

<https://www.ncsc.gov.uk/>

5. Policy and Oversight

While there is no single formal AI framework yet, the Department for Education (DfE) encourages schools to:

- Use AI ethically and cautiously
- Align AI use with existing safeguarding and data protection policies 3
- Develop internal policies for AI use, including acceptable use agreements and staff training

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,

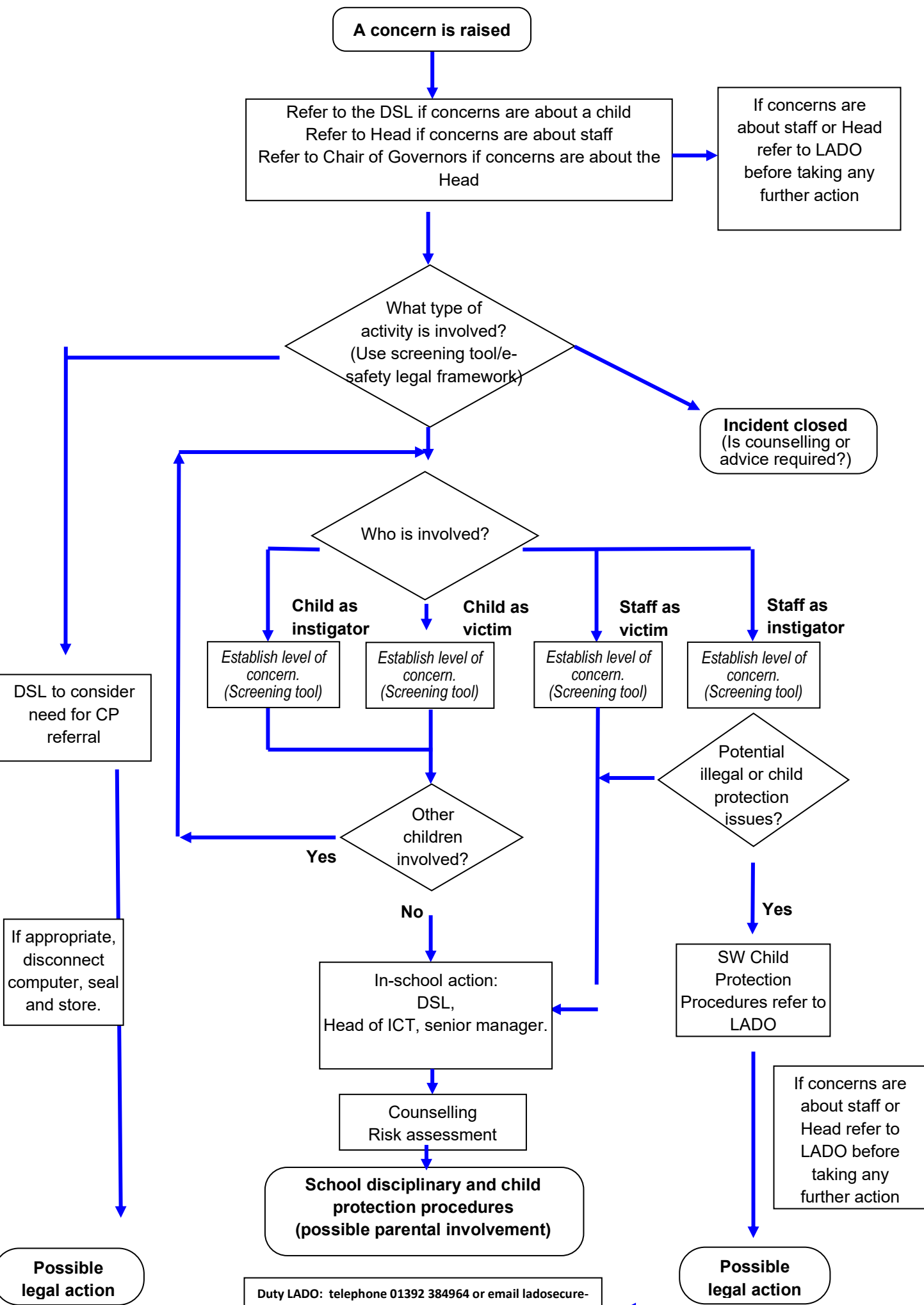
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, a DSL, should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where 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. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NSPCC- When to call the Police' and National Cyber Security Centre - [NCSC.gov.uk](https://www.ncsc.gov.uk)

What to do if you have an online safety concern



17. Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'⁹, and 'Sharing nudes and semi-nudes: how to respond to an incident.'¹⁰

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the Local Authority Safeguarding Hub and/or the Police as appropriate.

Immediate referral at the initial review stage should be made to the Local Authority Safeguarding Hub/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

⁹ [Sexting in schools and colleges](#)

¹⁰ [Sharing nudes and semi-nudes: how to respond to an incident \(UCKIS\)](#)

If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Head, to respond to the incident without escalation to the Local Authority Safeguarding Hub or the police. Such decisions will be recorded.

In applying judgement the DSL will consider if:

- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is more vulnerable than usual i.e. at risk.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the child involved understands consent.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances.
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or the Local Authority Safeguarding Hub. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedure.

18. Arrangements for Safeguarding Children on Trips and Visits and for Work Experience

- Where staff are not supervising children from their own setting they must follow this policy.
- Where staff are supervising children from their own settings but at off- site locations, then this policy and the Educational Visits Policy applies.
- Visitors working on school sites with children are expected to abide by this policy.
- Where locations for off- site activities/events have their own risk assessments for children and visitors, these should be adopted and adhered to.
- Where locations for off- site activities/events have no risk assessments for children and visitors in place Kingsley School staff will produce a risk assessment as per the Educational Visits Policy.
- No trips or visits must take place under any circumstances without relevant requirements being adhered to most specifically in relation to the “Evolve” trips and visits requirements;
- Children on work experience must have school-based supervisors allocated who have completed at least raising awareness safeguarding and child protection training. This policy applies to all children on such work experience and must be shared with employers. Employers and children must be made aware of how to report concerns and who to report to. Reports should be made to the home school DSL. Welfare checks must be made at least weekly, by school-based supervisors, when children are on work experience.
- A child educated off site on dual roll arrangements will be safeguarded by the DSL/safeguarding leads at the alternative provision venue and the policies of these providers will apply. However, the child remains the substantive responsibility of their original school who must assure themselves and ensure that the setting is fit for purpose. Annual quality assurance of offsite/dual roll/alternative

provision is the responsibility of the DSL at the original (substantive or referring) school. Regular contact must be made with the alternative provider and the home school.

19. Additional Resources

Further advice on child protection is available from:

- <http://www.nspcc.org.uk/>
- <https://www.devonschoolswellbeing.org.uk/emotional-health-and-wellbeing/>
- <http://www.childline.org.uk/pages/home.aspx>
- <http://anti-bullyingalliance.org.uk/>
- <http://www.beatbullying.org/>
- <http://www.childnet.com/>
- <https://www.thinkuknow.co.uk/>
- <http://www.saferinternet.org.uk/>
- <https://www.college.police.uk/guidance/knife-crime-evidence-briefing/understanding-causes-knife-crime>
- <https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/no-69-knife-crime/>
- [Senior Mental Health Lead Training](#)
- [Promoting children and young people's mental health and wellbeing](#)
- [Rise Above: Resources for School from Public Health England #esafety](#)
- [Every Interaction Matters Webinar](#)
- [Wellbeing for Education Recovery](#)
- [Preventing and Tackling Bullying](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Stop It Now - Preventing child sexual abuse](#)
- [Lucy Faithfull Foundation - Preventing child sexual abuse](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#)
- [Working Together to Safeguard Children](#)
- [What to do if you are worried a Child is being Abused](#)
- [Keeping Children Safe in Education](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguarding Children](#)
- [Children missing education - GOV.UK](#)
- [What to do if you're worried a child is being abused](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)
- [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)
- [Behaviour in schools - GOV.UK](#)
- [Out-of-school settings: safeguarding guidance for providers - GOV.UK](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
- [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

- [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK \(www.gov.uk\)](#)
- [Female genital mutilation - GOV.UK \(www.gov.uk\)](#)
- [Teaching Online Safety in School - June 2019](#)
- [Disqualification Under the Childcare Act 2006 - August 2018](#)
- [Promoting the Education of Looked After Children And Previously Looked After Children](#)
- [Statutory Guidance for Local Authorities - February 2018](#)
- [The Use of Social Media for Online Radicalisation -July 2015](#)
- [Mental Health and Behaviour in Schools – November 2018](#)
- [Counselling in Schools: A Blueprint for the Future – February 2016](#)
- [Teacher Misconduct: The Prohibition of Teachers - October 2015\)](#)
- [Mandatory Reporting of Female Genital Mutilation- Procedural Information - January 2020](#)
- [Teacher Misconduct: Information For Teachers – September 2018](#)
- [Revised Prevent Duty Guidance for England And Wales – HM Government – April 2021](#)
- [Sexting in Schools and Colleges: Responding To Incidents And Safeguarding Young People: UK Council For Child Internet Safety](#)
- [Regulated Activity in Relation to Children: Scope](#)
- [UK Safer Internet Centre: Appropriate Filtering and Monitoring](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [When to Call the Police \(NPCC\)](#)
- [Child Sexual Exploitation: Definition and Guide for Practitioners](#)
- [Preventing and tackling bullying - July 2017](#)
- [Mental Health and Behaviour in Schools - November 2018](#)
- [Safeguarding and Protecting People of Charities and Trustees – Charity Commission – 2022](#)
- [Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People – December 2020](#)
- **Prevent Duty Guidance** <https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Prevent Referral Information** <https://www.gov.uk/guidance/make-a-referral-to-prevent>
- **Educate Against Hate** <https://educateagainsthate.com>
- **ACT Early** <https://actearly.uk>
- **Refuge** <https://refuge.org.uk>
- **Women's Aid** <https://www.womensaid.org.uk>
- **Respect** <https://respect.uk.net>
- **ManKind Initiative** <https://mankind.org.uk>
- **Devon Domestic Abuse Alliance** <https://www.domesticabusealliance.org.uk>
- **Missing People** <https://www.missingpeople.org.uk>
- **National Crime Agency** <https://www.nationalcrimeagency.gov.uk>
- **Modern Slavery Helpline** <https://www.modernslaveryhelpline.org>
- **The Children's Society – Child Exploitation Resources** <https://www.childrenssociety.org.uk>
- **Catch22** <https://www.catch-22.org.uk>
- **Female Genital Mutilation (FGM)** <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- **Forced Marriage Unit** <https://www.gov.uk/guidance/forced-marriage>
- **Honour or Faith-Based Abuse** <https://karmanirvana.org.uk>
- **Private Fostering** <https://www.devon.gov.uk/educationandfamilies/child-protection/private-fostering/>
- **Children Missing Education** <https://www.devon.gov.uk/educationandfamilies/school-information/children-missing-education/>

NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 (Monday to Friday 8am to 8pm; weekends between 9am and 6pm) EMAIL: help@nspcc.org.uk
NSPCC Report Abuse in Education Advice Line	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: CIE@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000 100 EMAIL: concerns@isi.net

- **Devon Safeguarding Children Partnership (DSCP)**

Website: <https://www.devonscp.org.uk/>

The Devon Safeguarding Children Partnership (DSCP) provides local safeguarding procedures, multi-agency guidance, learning from reviews, training opportunities and safeguarding resources for schools and professionals.

- **Devon SCP Procedures Manual**

<https://swcpp-devon.trixonline.co.uk/>

This manual contains Devon and South West child protection procedures, referral guidance, information sharing protocols, assessment processes and multi-agency safeguarding arrangements.

- **Reporting a Safeguarding Concern** <https://www.devonscp.org.uk/reporting-a-safeguarding-concern/>

For reporting concerns where a child may be suffering or likely to suffer significant harm.

- Devon County Council Safeguarding Support for Schools**
<https://www.devon.gov.uk/support-schools-settings/safeguarding/>
 Provides safeguarding advice, guidance, training, updates and support specifically for education settings.
- Devon Early Help**
<https://www.devon.gov.uk/educationandfamilies/early-help/>
 Information about Early Help services, Early Help Assessment and coordinated support for children and families.
- Devon Early Help Connector**
<https://www.devonscp.org.uk/early-help/>
 Guidance, pathways and resources to support families at the earliest opportunity.
- Devon Local Authority Designated Officer (LADO)**
<https://www.devonscp.org.uk/policy-hub/policies-and-procedures/lado-service/>
 The LADO provides advice and guidance where concerns or allegations are made about adults working with children. Contact: 01392 384964.
- Devon Adolescent Safety Framework (ASF)**
<https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/adolescent-safety-framework/>
 Devon's approach to contextual safeguarding and exploitation risk assessment using the Safer Me framework. Supports professionals to assess risks associated with exploitation, peer groups, locations and wider contextual harm.
- Devon ASF One Minute Guide**
<https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/no-43-adolescent-safety-framework-asf/>
 Practical guidance for schools regarding contextual safeguarding, county lines, exploitation, gangs, modern slavery and peer-on-peer abuse.
- Devon Contextual Safeguarding**
<https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/>
 Information regarding contextual safeguarding, exploitation, missing children and adolescent safety.
- Multi-Agency Child Exploitation (MACE)**
 MACE arrangements form part of Devon's contextual safeguarding response to child exploitation concerns and are linked to the Adolescent Safety Framework and Safer Me processes. Schools may refer concerns through the appropriate contextual safeguarding pathways.
- Child Exploitation Information for Professionals**
<https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/child-exploitation-information-for-professionals/>
 Guidance relating to criminal exploitation, sexual exploitation, county lines and contextual safeguarding.

The **Devon One Minute Guides** provide concise guidance on safeguarding topics relevant to schools.

Access all guides here:

<https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/>

Topics include:

- Neglect
- Child Sexual Abuse (CSA)
- Child-on-Child Abuse
- Contextual Safeguarding
- Serious Violence
- County Lines
- Modern Slavery
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Prevent Duty
- Making a Prevent Referral
- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour or Faith-Based Abuse
- Domestic Abuse
- Operation Encompass
- Children Missing Education (CME)
- Early Help
- Local Authority Designated Officer (LADO)
- Information Sharing
- Online Safety and Sexting
- Transfer of Child Protection Records
- Governor Safeguarding Monitoring
- Disguised Compliance
- Elective Home Education
- Private Fostering
- Initial Child Protection Conferences
- MARAC (Multi-Agency Risk Assessment Conference)



Children's Front Door



If you are concerned that a child is being abused, or to request Early Help (L3) support you can

call: 0345 155 1071 **or**

complete the Request for Support online form available at:

<https://devoncountycouncil.outsystemsenterprise.com/MASH/homepage>

The DevonSCP Children's Front Door **consultation line** for **professionals only**:
01392 388428

Emergency Duty Team out of hours **0345 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk

Further info: <https://new.devon.gov.uk>

[Managing allegations - Devon Children and Families Partnership \(dcfp.org.uk\)](http://dcfp.org.uk)

Early Help

Locality Early Help Mailbox

North: earlyhelpnorthsecure-mailbox@devon.gov.uk

Mid & East: earlyhelpmideastsecure-mailbox@devon.gov.uk

South & West: earlyhelpsouthsecure-mailbox@devon.gov.uk

Exeter: earlyhelpexetersecure-mailbox@devon.gov.uk

For emergencies outside of office hours please call:

0345 6000 388