



Child Protection and Safeguarding Policy

This policy applies to Steephill School, including the EYFS setting.

Effective from: 1 September 2026

Review date: September 2027, or earlier if legislation, statutory guidance, local arrangements or school practice changes.

Policy owner: Helen Millward Headteacher and Designated Safeguarding Lead

Approved by: The Governing Body and Hazel Thurgood Safeguarding Governor

Status: Statutory / regulatory safeguarding policy

Document control and key contacts

School	Steephill School, Fawkham, Kent
DSL	Helen Millward, Headteacher
Deputy DSLs	Claire Ross and Cerise Maloney
Safeguarding system	CPOMS
Children's Social Care / Front Door	Kent Integrated Children's Services: 03000 41 11 11
Out of hours	Kent Children's Social Care: 03000 41 91 91
Police	999 emergency; 101 non-emergency
Kent LADO	kentchildrenslado@kent.gov.uk
Kent Safeguarding Children Multi-Agency Partnership	03000 421126; kscmp@kent.gov.uk
Prevent / safeguarding advice:	Follow current Kent/DSG/Prevent referral route and school Prevent procedure; use 999 where immediate danger applies.
School safeguarding governor contact:	Hazel Thurgood: hazelthurgood@steephill.co.uk

Steephill School verify local contact details at every annual review and immediately when local arrangements change.

Where a child is in immediate danger, staff must call 999 and then inform the DSL as soon as practicable.

Purpose and status

Steephill School is committed to safeguarding and promoting the welfare of every child. This policy sets out the systems, responsibilities and procedures by which the school prevents harm, identifies concerns early, responds to abuse and neglect, works with families and statutory agencies, and records and reviews safeguarding decisions.

This policy is intended to operate as the school's overarching child protection policy. It must be read with the school's other safeguarding-related policies and procedures, listed in Section 3. It applies to all pupils, including children in the school's early years provision,

and to all staff, volunteers, supply staff, contractors, governors/proprietors, visitors and other adults working on behalf of or at the school.

The policy has been drafted against the statutory and regulatory framework in force in England from September 2026. It reflects Keeping Children Safe in Education 2026 (KCSIE), Working Together to Safeguard Children 2026, the Independent School Standards, the EYFS safeguarding and welfare requirements where applicable, the Prevent duty, and relevant legislation and guidance.

No policy can guarantee legal compliance in isolation. Compliance depends on the school's actual implementation, training, records, staffing, local safeguarding arrangements and current law. The proprietor/governing body should obtain specialist legal or safeguarding advice where there is uncertainty, particularly in complex or high-risk cases.

2. Core safeguarding principles

- Safeguarding is everyone's responsibility. Every adult in school has a duty to act on concerns.
- The child is at the centre of all decision-making. The child's wishes and feelings are considered, consistent with their age, understanding, safety and best interests.
- It could happen here. Staff maintain professional curiosity and do not dismiss concerns because they appear unusual, minor or inconsistent with previous information.
- Children need the right help at the right time. The school acts early and escalates when required.
- Safeguarding concerns are not confined to the home or school. Harm may occur online, in the community, in peer groups, in intimate relationships or through adults outside the family.
- Information is shared on a lawful, proportionate and need-to-know basis. Data protection is not a barrier to safeguarding.
- The school recognises that abuse and neglect often overlap and that a child may experience more than one form of harm.
- Children who cause harm are also children who may need safeguarding, assessment, support and protection.
- Discrimination, racism, faith-based prejudice, misogyny, ableism and other prejudice-based harm can be safeguarding concerns.

- Safeguarding practice is inclusive and anti-discriminatory. Additional barriers faced by children with SEND, EAL, disability or communication needs are actively addressed.

3. Relationship with other school policies and procedures

This policy does not replace the following documents. The school will maintain a coherent safeguarding suite and ensure cross-references remain accurate:

- Staff Behaviour Policy / Code of Conduct, including low-level concerns, allegations, whistleblowing, staff/pupil relationships, social media and acceptable use of technology.
- Positive Behaviour Policy, including bullying, cyberbullying, prejudice-based and discriminatory bullying, sanctions and reasonable force.
- Online Safety / Acceptable Use Policy, including filtering and monitoring, mobile devices, generative AI and digital safeguarding.
- Safer Recruitment Policy and Single Central Record procedures.
- Attendance Policy and procedures for children absent from education, children missing from education and attendance-related safeguarding concerns.
- Complaints Policy.
- Whistleblowing Policy.
- Prevent / Radicalisation and Extremism procedures.
- Anti-bullying / child-on-child abuse procedures.
- RSE / PSHE and safeguarding curriculum documentation.
- SEND Policy and Accessibility Plan.
- First Aid / Medical and intimate care procedures.
- Educational Visits / Trips / Residential / Off-site activities procedures.
- Staff disciplinary and grievance procedures.
- Data Protection / Information Sharing / Records Retention procedures.
- Missing child / missing pupil procedures.
- Exclusion / suspension procedures.
- Early Years Foundation Stage safeguarding procedures for the school's preschool and Reception provision.
- Filtering and Monitoring annual review and escalation procedure.
- Photography, filming and use of personal devices procedure.
- Premises, visitor and site security procedures.

Where another policy sets a higher safeguarding standard, staff must follow the safer course and seek DSL advice.

4. Legal and statutory framework

Steephill School have regard to and implement the requirements of the following, as applicable:

- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Education (Independent School Standards) Regulations 2014 and current Independent School Standards guidance.
- Children Act 1989 and Children Act 2004.
- Education Act 2002, including section 175 safeguarding duties and related independent-school provisions.
- Education and Skills Act 2008.
- Early Years Foundation Stage statutory framework, including Section 3: Safeguarding and Welfare Requirements, for the school's early years provision.
- Counter-Terrorism and Security Act 2015 and current Prevent duty guidance.
- Female Genital Mutilation Act 2003 and mandatory reporting requirements.
- Sexual Offences Act 2003, including offences relating to abuse of positions of trust.
- Domestic Abuse Act 2021 and statutory guidance.
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, where applicable.
- Equality Act 2010 and the school's duties concerning discrimination and protected characteristics.
- Children and Families Act 2014 and SEND Code of Practice, where applicable.
- School attendance legislation and current Working Together to Improve School Attendance guidance.
- Relevant statutory guidance and legislation concerning forced marriage, modern slavery, trafficking, child criminal exploitation, child sexual exploitation, online safety and children missing from education.

5. Safeguarding leadership and governance

The Steephill Board of Governors have strategic responsibility for ensuring the school meets safeguarding requirements. They will ensure that safeguarding is effective, properly resourced, scrutinised and reviewed.

The Headteacher/DSL is responsible for the operational leadership of safeguarding.

DSL: Helen Millward

Deputy DSLs: Claire Ross and Claire Ross

Deputies are trained to the same standard as the DSL and can act with appropriate authority.

- The DSL has sufficient status, authority, time, funding, training, resources and access to advice to discharge the role effectively.
- Robust cover arrangements operate whenever the DSL is unavailable.
- Safeguarding leadership includes online safety and an understanding of the school's filtering and monitoring systems.
- The DSL maintains a complete safeguarding picture through CPOMS and appropriate liaison with staff and external agencies.
- The DSL ensures child protection files, chronologies, referrals, decisions and rationales are accurate, secure and retrievable.
- The DSL ensures safeguarding learning from incidents, complaints, allegations, near misses and external reviews is incorporated into practice.
- The proprietor/governing body receives appropriate safeguarding assurance without compromising child confidentiality.

6. Staff knowledge, induction and training

All staff, including staff who do not work directly with children, must read KCSIE 2026 Part One in full and follow this policy. The school will provide Part One, this policy and the relevant staff behaviour policy at induction.

- All staff receive safeguarding and child protection training at induction and regular updates, at least annually, with additional updates when needed.
- Training includes online safety and staff responsibilities concerning filtering and monitoring.

- Staff understand the school's early help / Family Help and statutory referral processes.
- Staff know the identity and role of the DSL and deputies and how to contact them.
- Training includes abuse, neglect, exploitation, domestic abuse, child-on-child abuse, sexual violence and harassment, online harms, nudes/semi-nudes including AI-generated material, radicalisation, FGM, forced marriage, modern slavery, county lines, missing education and vulnerabilities associated with SEND.
- Staff are trained to recognise changes in attendance, behaviour, presentation, communication, injuries, peer relationships and online activity.
- Safeguarding knowledge is refreshed through briefings, case learning, updates, supervision and relevant external guidance.
- Records of training are maintained.

7. Recognising abuse, neglect and exploitation

Staff must understand that abuse can be physical, emotional, sexual or through neglect, and that exploitation and modern slavery may involve children being coerced, manipulated or deceived. Harm can occur online and offline and may be perpetrated by adults or children.

- **Physical abuse:** including hitting, shaking, poisoning, burning, drowning, suffocation or fabricated/induced illness.
- **Emotional abuse:** persistent maltreatment causing severe and adverse effects, including humiliation, belittling, rejection, inappropriate expectations, serious bullying and exposure to domestic abuse.
- **Sexual abuse:** forcing, causing or inciting a child to take part in sexual activity, including contact and non-contact abuse, grooming, sexual imagery and online abuse.
- **Neglect:** persistent failure to meet a child's basic physical or psychological needs likely to result in serious impairment of health or development.
- **Exploitation:** criminal, sexual, financial or other exploitation, including county lines, trafficking and modern slavery.
- **Domestic abuse:** children may be victims in their own right, including where they see, hear or experience the effects of abuse.
- **Extra-familial harm:** harm in peer groups, communities, online spaces, intimate relationships and other settings outside the family.

- **Prejudice-based harm:** racism, faith-based prejudice, misogyny, homophobia, transphobia, disability-related abuse or other discriminatory harm.

8. What staff must do when they have a concern

1. **Act immediately.** Do not wait for certainty or attempt to investigate the concern yourself.
2. **Listen calmly and take the child seriously.** Allow the child to speak in their own words.
3. **Do not promise secrecy.** Explain that information may need to be shared to keep them safe.
4. **Do not ask leading or investigative questions.** Clarify only what is necessary to establish immediate safety.
5. **Record the concern as soon as possible,** using the child's own words where relevant, with date, time, context, observations and factual detail.
6. **Report the concern without delay** to the DSL or deputy and record it on CPOMS in accordance with school procedures.
7. If the DSL/deputy is unavailable, or the concern relates to them, use the alternative reporting route and/or contact children's social care directly.
8. If a child is in immediate danger, **call 999. Do not wait for the DSL.**
9. Continue to support the child and follow DSL instructions. Do not contact parents/carers about a referral where doing so may increase risk or prejudice an assessment.

If a staff member believes that the school has failed to act appropriately, they must escalate to the Headteacher, safeguarding governor, LADO or children's social care as appropriate. Staff must never assume that someone else has dealt with a concern.

9. Disclosure handling

- Stay calm and listen.
- Reassure the child that they have done the right thing by speaking to an adult.
- Do not express disbelief, shock or judgement.
- Do not promise confidentiality.
- Do not investigate or interview the child.
- Use open prompts only where needed, such as *"Tell me what happened."*

- Explain what will happen next in age-appropriate language.
- Record promptly and accurately, distinguishing fact, observation, allegation and professional opinion.
- Refer to the DSL immediately.

10. Early help / Family Help and escalation

Steephill School will identify needs early and provide or coordinate support before concerns escalate. Staff must understand the difference between universal/community-based support, targeted Family Help and statutory children's social care.

A child does not need to meet a statutory threshold for the school to provide support. However, where there is reasonable cause to suspect significant harm, or a child requires statutory protection, the DSL will make an immediate referral to children's social care and/or the police as appropriate.

The school will participate fully in assessments, strategy discussions, child protection conferences, core groups, child protection enquiries and other multi-agency processes.

11. Referral and escalation procedure

- **Immediate danger:** 999.
- **Urgent safeguarding concern:** Kent Integrated Children's Services Front Door 03000 41 11 11; out of hours 03000 41 91 91.
- **Non-urgent safeguarding concern:** DSL assesses and follows current Kent threshold and referral arrangements.
- Where the school makes a referral, the DSL records the date, time, recipient, information shared, decision, rationale and outcome.
- If a referral is rejected or the response is not considered appropriate, the DSL will follow up and escalate through the local safeguarding arrangements.
- The school will not delay referral while seeking parental consent where consent is not required or where seeking consent could increase risk.

12. Information sharing, confidentiality and records

Steephill School shares safeguarding information lawfully, proportionately and on a need-to-know basis. Data protection law does not prevent appropriate safeguarding information sharing.

- Safeguarding records are factual, contemporaneous, objective and sufficiently detailed to show what was known, what was done, when, by whom and why.
- Each significant concern includes actions taken, decisions made, rationale and outcomes.
- Records include instances where a referral was considered but not made, including the rationale.
- Child protection files are kept separately from the main pupil file, securely and with access restricted to authorised staff.
- Information is transferred securely when a child moves school, with safeguarding information shared in accordance with KCSIE and applicable data protection requirements.
- Records are retained in accordance with the school's retention schedule and legal requirements.
- Parents/carers are not given access to safeguarding information where a lawful exemption or safeguarding rationale applies.

13. Child protection files and transfer

DSL's maintain a separate child protection file for each child where required. The file will contain a clear chronology and relevant records, including referrals, assessments, conference records, plans, professional communications and decisions.

When a child transfers to another school, the safeguarding file will be transferred securely and promptly, with confirmation of receipt. The school will retain appropriate evidence of transfer in accordance with its records management procedures.

14. Child-on-child abuse

Steephill School recognises that children can abuse other children and that this is a safeguarding issue for both the child harmed and the child alleged to have caused harm. It will not dismiss such behaviour as “banter”, “just having a laugh”, “part of growing up” or an inevitable feature of childhood.

This includes:

- Bullying, including cyberbullying and discriminatory bullying.
- Physical violence and intimidation.
- Sexual harassment and sexual violence.
- Sharing of sexualised images or videos, including AI-generated material.
- Coercion, controlling behaviour and abuse in peer or intimate relationships.
- Upskirting and other image-based abuse.
- Initiation/hazing-type behaviours.
- Abusive or misogynistic/misandrist language and online behaviour.
- Financial or criminal exploitation by peers.

Steephill School will assess risk, support the child harmed, assess the needs and safeguarding risks of the child alleged to have caused harm, consider contact and supervision arrangements, record decisions, involve parents/carers where appropriate, and refer to children's social care or police where required.

15. Sexual violence, sexual harassment and harmful sexual behaviour

Any report of sexual violence, sexual harassment or harmful sexual behaviour is taken seriously. The DSL will consider the nature, seriousness, frequency, context, ages and developmental needs of the children, power imbalance, disability/SEND, online dimensions and any wider safeguarding risks.

- Immediate safety and medical needs are prioritised.
- Children are supported without blame or shame.

- The alleged perpetrator is not automatically treated solely as a disciplinary problem; safeguarding assessment and support are also considered.
- Police and/or children's social care are involved where required by law, threshold or professional judgement.
- Evidence is not unnecessarily circulated or copied.
- Risk assessments and support plans are reviewed.

16. Making or sharing nudes or semi-nudes, including AI-generated images

Steephill School will use the current KCSIE terminology “making or sharing nudes or semi-nudes”. This includes photographs, videos, livestreams and digitally altered or wholly AI-generated sexual images.

- Staff must not view, download, copy, forward or otherwise distribute sexual images of children except where this is expressly necessary and lawful within a safeguarding/police process.
- Staff must report the concern immediately to the DSL.
- The DSL will follow current KCSIE, UK Safer Internet Centre and local safeguarding procedures.
- Where an image is reported, staff must preserve relevant contextual information without circulating the image.
- Risk assessment will consider coercion, exploitation, threats, blackmail, distribution, age difference, intent, repetition and online reach.

17. Online safety, filtering and monitoring

Online safety is an integral part of safeguarding and is reflected in the child protection policy, curriculum, staff training, parental engagement and behaviour expectations.

- Steephill School maintains appropriate filtering and monitoring systems.
- The effectiveness of filtering and monitoring is reviewed at least annually and whenever significant changes occur.
- The annual review is led by the appropriate SLT member with support from the DSL and IT support, with records retained.

- Filtering and monitoring cover school devices and relevant internet-connected locations.
- Staff understand how to escalate concerns and how filtering/monitoring alerts are handled.
- Online risks are considered through the 4Cs: content, contact, conduct and commerce.
- Risks include pornography, racism, misogyny, extremism/radicalisation, self-harm, suicide content, misinformation/disinformation, grooming, bullying, sexual exploitation, scams, gambling and AI-enabled harms.
- Generative AI use is governed by school rules, safeguarding risk assessment, data protection and intellectual property requirements.
- Parents/carers are given information about the school's online safety arrangements.

18. Children who may be at greater risk of harm

The DSL's and staff will consider whether additional safeguarding support is needed for children who may face increased vulnerability, including:

- Children with SEND or disabilities.
- Children with mental health needs.
- Young carers.
- Children displaying harmful, violent or abusive behaviour.
- Children involved in or at risk of criminal behaviour, gangs or county lines.
- Children missing from education, home or care.
- Children at risk of exploitation, trafficking or modern slavery.
- Children at risk of radicalisation.
- Children affected by parental imprisonment/offending.
- Children affected by domestic abuse, substance misuse or adult mental health difficulties within the family.
- Children misusing alcohol or drugs.
- Children at risk of FGM, forced marriage or honour-based abuse.
- Privately fostered children.
- Children experiencing discrimination or prejudice-based harm.

- Children experiencing significant attendance difficulties.

19. Attendance, children missing from education and safeguarding

Attendance is a safeguarding matter. Steephill School will follow its Attendance Policy and statutory guidance and will consider whether repeated or prolonged absence indicates neglect, exploitation, domestic abuse, mental health difficulties, unmet SEND needs or other safeguarding concerns.

- Unexplained absence is followed up promptly.
- Repeated absence triggers safeguarding consideration, not only attendance enforcement.
- Patterns of absence, unexplained lateness and changes in attendance are shared with the DSL.
- Children at risk of becoming missing from education are subject to appropriate escalation and liaison with the local authority.
- More than one emergency contact number should be held where reasonably possible.

20. Domestic abuse and Operation Encompass

Steephill School recognises children as victims of domestic abuse in their own right. The school will respond sensitively to disclosures and indicators and will work with statutory agencies.

We are an Operation Encompass School. Police notifications concerning domestic abuse are received by the designated safeguarding lead or nominated trained staff and acted upon according to the child's needs. Operation Encompass does not replace statutory safeguarding referral procedures.

21. FGM, forced marriage and honour-based abuse

Steephill School recognises FGM, forced marriage and honour-based abuse as safeguarding concerns. Staff must report concerns to the DSL immediately.

Where the mandatory reporting duty for FGM applies, the relevant professional must make a report directly to the police in accordance with current statutory requirements. Staff must not delay action while waiting for DSL advice where the reporting duty is engaged.

Steephill School will not treat cultural, religious or family explanations as a reason to minimise risk or delay safeguarding action.

22. Prevent, radicalisation and extremism

Steephill School meets its Prevent duty through a proportionate, age-appropriate approach to safeguarding children from the risk of radicalisation.

- Staff understand that radicalisation can occur online and offline.
- Concerns are reported to the DSL, who assesses whether early help, children's social care, police or Prevent referral is required.
- The curriculum promotes critical thinking, respect, democracy, the rule of law, individual liberty and tolerance consistent with the Independent School Standards.
- Staff do not attempt to investigate or confront suspected extremist activity themselves.
- Online safety, filtering and monitoring contribute to Prevent risk management.

23. Allegations and concerns about adults working with children

Steephill School operates the KCSIE harm-threshold procedure and the low-level concerns procedure. These apply to staff, supply staff, volunteers, contractors, trainees and other adults working with children.

Where an allegation indicates that an adult may have:

1. harmed a child or may have harmed a child;
2. possibly committed a criminal offence against or related to a child; or
3. behaved towards a child/children in a way indicating they may pose a risk of harm,

the matter must be managed under the allegations procedure and referred to the LADO without delay as appropriate.

Staff must not investigate an allegation themselves, promise confidentiality, or conduct disciplinary enquiries before safeguarding/LADO advice where doing so could prejudice a safeguarding investigation.

Kent LADO: 03000 41 08 88

Email: kentchildrenslado@kent.gov.uk

The current Kent LESAS process should be used for referrals and advice.

24. Low-level concerns

A low-level concern is any concern, no matter how small, about an adult's behaviour towards a child that does not meet the harm threshold but may indicate a potential risk or boundary issue.

- All low-level concerns must be reported in accordance with the Staff Behaviour Policy.
- The Headteacher/appropriate safeguarding leader will review the concern, record it securely and determine appropriate action.
- Patterns and cumulative concerns must be considered; a series of low-level concerns may indicate that the harm threshold is met.
- Low-level concerns about supply staff or contractors are shared with the employer as appropriate.
- The DSL/Headteacher will consult the LADO when unsure whether the threshold is met.

25. Whistleblowing and concerns about safeguarding practice

All staff must be able to raise concerns about safeguarding practice without fear of reprisal. Staff should normally report concerns to the Headteacher/DSL, but may escalate to the proprietor/governing body, LADO, children's social care, police or the NSPCC Whistleblowing Advice Line where appropriate.

NSPCC Whistleblowing Advice Line: 0800 028 0285.

26. Safer recruitment and suitability

Safeguarding begins before appointment. Steephill School will comply with KCSIE Part Three, the Independent School Standards and relevant DBS and prohibition requirements. The safer recruitment process, pre-employment checks, overseas checks where applicable, Single Central Record and ongoing suitability procedures are governed by the school's Safer Recruitment Policy.

Steephill School will ensure concerns arising after appointment are addressed through safeguarding, LADO, disciplinary and/or DBS referral procedures where required.

27. Visitors, contractors, volunteers and temporary staff

Steephill School applies proportionate safeguarding checks and supervision to visitors, contractors, volunteers and temporary staff. The level of information and supervision reflects the role and access to children. Temporary staff and contractors receive safeguarding information relevant to their role before or at the start of work.

28. Early Years Foundation Stage

For preschool and Reception, this policy operates alongside Section 3 of the EYFS statutory framework. The school will maintain the required safeguarding and welfare

arrangements, designated safeguarding responsibilities, safer recruitment, suitability checks, supervision, mobile phone/camera controls, allegations procedures and staff training.

Any conflict between this policy and mandatory EYFS requirements will be resolved in favour of the higher safeguarding/legal requirement, with the DSL seeking advice where necessary.

29. Physical intervention and reasonable force

Reasonable force may only be used where lawful, necessary and proportionate to prevent injury, damage or serious disruption, in accordance with the school's behaviour and physical intervention procedures. Any incident involving physical intervention is recorded, reported and reviewed. Safeguarding concerns arising from physical intervention are escalated to the DSL.

30. Children with SEND and communication needs

The school recognises that children with SEND may face additional safeguarding risks and communication barriers. Staff will make reasonable adjustments to ensure children can disclose concerns and participate in safeguarding processes.

- Communication needs are considered when receiving disclosures.
- Behavioural changes are not automatically attributed to SEND.
- Additional adult support is used where appropriate without compromising confidentiality or increasing risk.
- Safeguarding, SEND and pastoral information are integrated where necessary to protect the child.

31. Safer working culture and professional boundaries

Adults must maintain professional boundaries and follow the Staff Behaviour expectations outlined in the Staff Handbook. This includes appropriate communication, physical contact, use of personal devices, social media, messaging, photography, one-to-one working, transport, gifts and relationships with pupils.

Adults must remember that a position of trust can apply even where an adult does not directly teach the child. Sexual relationships between adults in positions of trust and children under 18 may constitute a criminal offence.

32. Working with parents and carers

Steephill School works openly and respectfully with parents/carers unless doing so would place a child at increased risk, prejudice an investigation or conflict with professional/legal advice. Parents/carers will be informed of safeguarding concerns and referrals where appropriate and safe.

Where a parent/carer is implicated in the concern, the school will seek advice from children's social care/police before informing them where required.

33. Multi-agency working

Steephill School will work constructively with Kent safeguarding partners, children's social care, police, health, education safeguarding services, LADO and other agencies. It will attend meetings, provide relevant information, implement agreed plans and challenge decisions where necessary to protect children.

The DSL will ensure staff understand local thresholds, referral pathways and escalation routes.

34. Safeguarding curriculum and pupil voice

Safeguarding is taught through the curriculum and wider school life in an age-appropriate manner. Children are taught how to recognise unsafe situations, seek help, manage online risks, understand healthy relationships, challenge harmful behaviour and identify trusted adults.

Steephill School actively listens to children and considers their wishes and feelings in safeguarding decisions. Children are provided with safe routes to report concerns.

35. Monitoring, audit and review

- The Board of Governors receives regular safeguarding assurance and undertakes effective oversight.
- The DSL undertakes regular review of safeguarding records, themes, referrals, attendance, child-on-child incidents, allegations, low-level concerns and training.
- Filtering and monitoring effectiveness is reviewed at least annually.
- Safeguarding training is reviewed annually and updated in response to emerging risks.
- The policy is reviewed at least annually and sooner if statutory guidance, legislation, local arrangements or school practice changes.
- Lessons from incidents, complaints, audits, safeguarding reviews and local/national learning are incorporated into practice.
- Staff understand that policy compliance is demonstrated through actual practice, records and professional behaviour, not merely publication of the document.

36. Publication and accessibility

This policy will be made publicly available through the school website or other appropriate means. Staff will receive access to the policy at induction and thereafter when it is materially updated. The policy is available in English and can be provided in accessible formats where required.

37. Annual safeguarding compliance checklist

Check	Minimum assurance action
KCSIE	Part One read by all staff; safeguarding policy current and accessible.
DSL	DSL and deputies appointed, trained and available; cover arrangements tested.
Training	Induction plus annual safeguarding/online safety updates recorded.
CPOMS	Recording system secure; chronologies and decision rationales reviewed.
Referrals	Current Kent thresholds, contacts and escalation routes verified.
LADO	Current LADO process/contact verified; staff know allegations route.
Low-level concerns	Register/process active; trends reviewed.
Child-on-child abuse	Whole-school approach, reporting routes and response procedures operational.
Sexual violence/harassment	Staff know response procedures and risk-assessment approach.
Nudes/semi-nudes	Current KCSIE procedure including AI-generated imagery followed.
Online safety	Filtering/monitoring annual review completed and evidenced.
Attendance	Repeated/prolonged absence linked to safeguarding review.

Safer recruitment	SCR and recruitment checks compliant with KCSIE/ISS.
EYFS	Section 3 EYFS safeguarding/welfare requirements implemented.
Prevent	Prevent training, risk assessment and referral route current.
FGM	Mandatory reporting duty understood by relevant staff.
Whistleblowing	Alternative reporting routes communicated and tested.
Child protection files	Separate, secure, accurate; transfer arrangements tested.
Governance	Safeguarding oversight and monitoring evidenced.
Policy review	Annual review completed; changes and rationale recorded.

Appendix 1 – Staff quick-reference: concern about a child

REMEMBER: IT COULD HAPPEN HERE.

- 1. SEE / HEAR / NOTICE** a concern.
- 2. LISTEN.** Take the child seriously. Do not promise secrecy.
- 3. RECORD** promptly and factually.
- 4. REPORT** immediately to **Helen Millward (DSL), Claire Ross or Cerise Maloney**
- 5. REFER:** DSL considers children's social care/police/Prevent/LADO as appropriate.

EMERGENCY: 999. Do not wait.

Kent Front Door: 03000 41 11 11

Out of hours: 03000 41 91 91

Police: 999/101

LADO: 03000 41 08 88

Appendix 2 – Safeguarding policy implementation map

Area	Primary linked policy/procedure	Completed by
Safeguarding/child protection	This policy	DSL
Staff conduct / low-level concerns	Staff Behaviour in Staff Handbook	Headteacher
Allegations against adults	Allegations/LADO Procedure	Headteacher/DSL
Child-on-child abuse	Behaviour / Anti-Bullying / Sexual Harassment Procedures	DSL/Headteacher
Online safety	Online Safety / AUP / Filtering & Monitoring	DSL + IT Provider + Computing lead
Attendance	Attendance Policy	Headteacher + DSL + GB
Safer recruitment	Safer Recruitment Policy / SCR	Headteacher + Bursar
SEND safeguarding	SEND Policy	SENCO + DSL
Prevent	Prevent Procedure	DSL
Early Years	Early Years safeguarding procedures	EYFS lead + DSL
Information governance	Data Protection / Records Retention	DPO/DSL

Whistleblowing	Whistleblowing Policy	Headteacher
Complaints	Complaints Policy	Headteacher
Physical intervention	Behaviour / Reasonable Force Procedure	Headteacher
Missing child/CME	Missing Child / Attendance Procedures	Headteacher/DSL

Appendix 3 – Key source documents

Current at September 2026

- Department for Education: Keeping Children Safe in Education 2026.
- Department for Education: Working Together to Safeguard Children 2026.
- Department for Education: Independent School Standards guidance, April 2026.
- Education (Independent School Standards) Regulations 2014.
- Department for Education / Home Office: Prevent duty guidance for England and Wales.
- Early Years Foundation Stage statutory framework – safeguarding and welfare requirements.
- Domestic Abuse Act 2021 statutory guidance.
- Current Kent Safeguarding Children Multi-Agency Partnership procedures and thresholds.
- Current Kent LADO / Education Safeguarding Advisory Service procedures.
- Current school Attendance, Behaviour, Online Safety, Safer Recruitment, SEND, Complaints, Whistleblowing and Data Protection policies.

Appendix 4 – Approval and review record

Version	Date	Change	Approved by
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1.0	September 2026	New policy aligned to KCSIE 2026 / WTSC 2026 / ISS 2026	Board of Governors