



The Far Academy

Safeguarding

Young person (YP) and Vulnerable Adult (VA) Policy

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

Date written: **September 2025**

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Date of next full review: **September 2026**

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

Key Contacts

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Contents

Young person (YP) and Vulnerable Adult (VA) Safeguarding/Protection Policy	1
Contents	2
What to do if you have a welfare concern in The Far Academy	4
1. Young Person and Vulnerable Adult at Risk Focused Approach to Safeguarding	5
1.1 Introduction.....	5
1.2 Policy context	6
1.3 Definition of safeguarding	6
1.4 Related safeguarding policies	7
1.5 Policy compliance, monitoring and review.....	8
2. Key Responsibilities	9
2.1 Governance and leadership.....	9
2.2 Designated Safeguarding Lead (DSL)	9
2.3 Members of staff.....	10
2.4 Young people and Vulnerable Adults.....	10
2.5 Parents and carers	11
3. Child Protection Procedures	11
3.1 Recognising indicators of abuse, neglect and exploitation	11
3.2 Responding to child protection concerns (flow chart p4).....	12
3.3 Young Person/Vulnerable Adult Protection Records.....	14
3.4 Transferring Child/Adult Protection Files	15
3.5 Multi-agency working.....	15
3.6 Confidentiality and information sharing	16
3.7 Complaints	17
4. Specific Safeguarding Issues.....	17
4.1 Peer-on-Peer abuse	17
4.2 Sexual violence and sexual harassment.....	18
4.3 Nude and/or semi-nude image sharing by children	19
4.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	20
4.5 Serious violence	20
4.6 Modern Slavery and the National Referral Mechanism (NRM)	21
4.7 So-called Honour Based Abuse (HBA)	21
4.8 Preventing radicalisation.....	21
4.9 Cybercrime.....	22
4.10 Domestic abuse	22
4.11 Mental health.....	23
5. Supporting Young People & Vulnerable Adults Potentially at Greater Risk of Harm.....	23
5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)	23

5.2 YP/VA requiring mental health support	24
5.3 Young People and Vulnerable Adults who are absent from education.....	24
5.4 Young People and Vulnerable Adults who may benefit from Early Help	25
5.5 Young People and Vulnerable Adults who need a social worker (child in need and child protection plan/Adult safeguarding)	25
5.6 Looked after young people (including kinship care), previously looked after children and care leavers.....	25
5.7 Young people who are privately fostered.....	25
5.8 Young people/Vulnerable who are Trans, Lesbian, Gay, Bisexual, or Gender Questioning....	26
6. Online Safety	26
6.1 Appropriate filtering and monitoring on school/college devices and networks.....	27
6.1.1 Responsibilities.....	27
6.2 Information security and access management	28
7. Staff Engagement and Expectations	28
7.1 Staff awareness, induction and training.....	28
7.2 Safer working practice.....	29
8. Safer Recruitment and Allegations Against Staff	29
8.1 Safer recruitment and safeguarding checks	29
8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors.....	30
8.2.1 Concerns that meet the ‘harm threshold’	30
8.3 Safe Culture	30
9. Physical Safety.....	31
10.1 Use of ‘reasonable force’	31
10.2 Site security.....	31
10. Local Support	31
Appendix 1: Categories of Abuse.....	33
Appendix 2: Support Organisations and Resources.....	35

What to do if you have a welfare concern in The Far Academy

Why are you concerned?

For example,

- Something a Young person/vulnerable adult (YP/VA) has said, for example, an allegation of harm
- Appearance; may include frequent or unexplained injuries/ marks/bruises and/or dress
- Behaviour change(s)
- Witnessed concerning, harmful or inappropriate behaviour

Act immediately and record your concerns on C-Poms, or safeguarding incident form (Located in Office and Classrooms): If urgent, speak to a DSL first

- Reassure the Young person/vulnerable adult
- Clarify any concerns using open questions, if necessary (TED: Tell, Explain, Describe)
- Record facts and not opinions and use YP/VAs own words. Sign and date your record
- Seek support for yourself as required from DSL

Inform the College's Designated Safeguarding Lead(s)

DSL Brent@farskate.co.uk Deputy DSL'S- Emma@farskate.co.uk Michelle@farskate.co.uk Hayley@farskate.co.uk

- If you are concerned of an **immediate harm** and/or it is unsafe to go home, make an urgent request for support ...
- **YP (U18)** - <https://www.kscmp.org.uk/guidance/worried-about-a-child> or call the police on 999
- **VA (Over 18)** - <https://www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding> or call the Police on 999.
- If **no immediate risk** of harm, provide internal support and/or refer to other agencies in line with policy & support level guidance (in office)
- If you believe support may be needed but are unclear whether to refer, a no-named consultation can be sought from the Front Door Service...
YP (U18) - 03000 411 111 VA (Over 18) - 03000 416 161
- If support is required out of working hours, the Far Academy will contact the Out of Hours Service via **03000 41 91 91 (Both YP & VA)**
- Allegation against staff – LADO – **03000 410 888**

If you are unhappy with the response:

DSLs/Staff:

- Follow the College whistleblowing procedures.
- Follow Kent [safeguarding partnership escalation](#) procedures.

Students or Parents:

- Follow College complaints procedures.

Record decision making and action taken on C-Poms/Safeguarding incident form in the YP/VA securely protected file

Monitor

Be clear about:

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

Review and request further support if necessary.

At all stages, the Young Person/Vulnerable Adult's circumstances will be kept under review. The DSL/staff will request further support if required to ensure their **safety is paramount**

1. Young Person and Vulnerable Adult at Risk Focused Approach to Safeguarding

1.1 Introduction

- The Far Academy provides learning to vulnerable students between the ages of 16-25 who have identified SEND and an EHCP. We recognise our statutory responsibility to safeguard and promote the welfare of all our students, that this is everybody's responsibility, and everyone has a role to play. The FAR Academy is committed to providing and promoting the health and wellbeing of all our students and making sure that we do everything we can to keep them safe. The same is true in respect of staff and volunteers, and of any partner agencies that work with us to support our students. This policy sets out how we fulfil this commitment.
- The Far Academy believe that the best interests of our students always come first. Both our YP and VAs as defined in law, have a right to be heard regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, having equal rights to protection.
- We will maintain an attitude of 'it could happen here' in our college. When concerned about the welfare of a YP/VA, staff will always act in the best interests of the YP/VA and if any member of our community has a safeguarding concern about any YP/VA, they should act immediately.
- This policy applies where there is any child protection concerns regarding students who attend the college but may also apply to other children connected to the college, for example, siblings, younger members of staff, or YP/VA on student/work placements.
- The Far Academy recognises the importance of providing an ethos and environment within college that will help our students to be safe and to feel safe. In our college YP/VA are respected and are encouraged to talk openly. We will ensure student's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- At The Far Academy we understand the important difference between safeguarding our vulnerable adults (Over 18) and safeguarding our Young People (U18) that is an adult's right to self-determination. Adults may choose not to act at all to protect themselves, and it is only in extreme circumstances that the law intervenes. This will often only happen when an adult is assessed to lack capacity in that area.
- At the Far we strongly recognise the need for a trauma-informed approach to safeguarding, considering the root causes and possible underlying trauma behind a student's behaviour.

The core elements to our vulnerable young people protection policy are underpinned by both KCSIE and, due to the age of our learners, the Care Act 2014:

Empowerment/Support: Learners to be supported and encouraged to make their own decisions and give informed consent, accessing independent advocacy when required.

Prevention: A positive, supportive, safe College culture, curriculum and pastoral opportunities for learners, including safer recruitment procedures.

Proportionality: Involvement that is the least intrusive and appropriate to the risk presented.

Protection: Follow agreed procedures, provide a safe culture, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.

Partnership/Collaboration: Ensure appropriate communications and actions are undertaken. Including both parents where appropriate, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

Accountability: Ensure learners understand the role of everyone involved in their life

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) governors and trustees, and are consistent with those outlined within KCSIE 2024 and the Care Act 2014 and within '[Keeping Children Safe in Education](#)' 2025.

1.2 Policy context

Young person (YP)...	Includes everyone under the age of 18 and staff must follow the procedures for children.
Adult (VA)...	Is anyone over the age of 18 and staff must follow the procedures for adults and respect their right to self-determination, unless deemed to not have mental capacity or are placing themselves in extreme harm, when our duty to safeguard will still apply.

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related national and local guidance. This includes but is not limited to:
 - Keeping Children Safe in Education (KCSIE)
 - The Care Act 2014
 - Working Together to Safeguard Children (WTSC)
 - Ofsted: Education Inspection Framework (2024)
 - Framework for the Assessment of Children in Need and their Families, (2000)
 - Kent and Medway Safeguarding Vulnerable young people Procedures (Online)
 - [Kent and Medway Safeguarding Children Procedures](#) and <https://www.kmsab.org.uk/professionals/kmsab-policies>
 - The Education Act 2002
 - The Non-Maintained Special Schools (England) Regulations 2015
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
 - Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Far Academy will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the YP/VA is paramount.

1.3 Definition of safeguarding

- In line with '[Working Together to Safeguard Children](#)' and KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy for all students as:
 - providing help and support to meet the needs of the YP/VA as soon as problems emerge
 - protecting our YP/VA from maltreatment, whether that is within or outside the home, including online
 - preventing impairment of our YP/VAs mental and physical health or development
 - ensuring that all students grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all YP/VA to have the best outcomes.
- Child protection is part of safeguarding and promoting the welfare of all YP/VA and is defined as activity that is undertaken to protect specific children/YP/VA who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. With the Far Academy being a specialist setting, we recognise that many of our students may be more vulnerable due to their SEND needs.

- The college acknowledges that safeguarding includes a wide range of specific issues including, but not limited to:
 - Abuse and neglect and exploitation
 - Bullying, including cyberbullying
 - Child-on-child abuse
 - YP/VA with family members in prison
 - YP/VA who are absent or missing from education
 - YP/VA missing from home or care
 - Sexual Exploitation (CSE)
 - Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - The role of an appropriate adult
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Financial or material abuse
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, also known as youth produced/involved sexual imagery or "Sexting"
 - Online safety
 - Trans, LGBTQ+ learners and/or those that are perceived to be Trans, LGBTQ+
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
 - 'Upskirting'

(Also see Part one and Annex B within 'Keeping Children Safe in Education')

1.4 Related safeguarding policies

This policy is one of a series in the college integrated safeguarding portfolio and should be read and actioned in conjunction with the policies listed below:

- Behaviour
- Complaints Policy
- Confidentiality
- Online safety and acceptable use policy
- Whistleblowing

Supporting Guidance (to be read and followed alongside this document)

- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - [Safer Recruitment Consortium](#)
- [What to do if you are worried a child is being abused](#)

1.5 Policy compliance, monitoring and review

- The Far Academy will review this policy at least annually (as a minimum) by the leadership team and governing body, being update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and/or Annex A of KCSIE as appropriate. A copy of this can also be found in both the FLO and SENDCo's office's.
- Parents/carers/students and staff are directed to our policies on admission and after our annual review process if amendments or changes have taken place. A copy of this Policy and other related policies can be obtained on request.
- The Designated Safeguarding Lead (DSL)/headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

2. Key Responsibilities

2.1 Governance and leadership

- The governing body and senior leadership (SLT) team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
- The governing body and SLT have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.
- The college has a nominated governor for safeguarding. The nominated governor will support the DSL in their role and have oversight in ensuring that the college has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

2.2 Designated Safeguarding Lead (DSL)

- The Far Academy has appointed Brent Lewis, Headteacher, to act as our Designated Safeguarding Lead (DSL).
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in college.
- The college has also appointed Emma Leybourne SENDCo/SLT, Michelle Brooks Learning Lead/SLT and Hayley Lawn FLO/SLT as Deputy DSLs who will have delegated responsibilities and act in the DSLs absence. All who are trained to the same standard of the Lead DSL.
- Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL (and any deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE. This includes but is not limited to:
 - Acting as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintaining a confidential recording system for safeguarding and child protection concerns.
 - Co-ordinate safeguarding action for individual learners and be prepared to communicate with the learner's social worker.
 - Liaising with other agencies and professionals in line with KCSIE and WTSC.
 - Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the [Kent Safeguarding Children Multi-Agency Partnership](#) (KSCMP) and <https://www.kmsab.org.uk/> procedures, including referrals, are followed, as necessary.
 - Representing, or ensure the college is appropriately represented at multi-agency safeguarding meetings (including Vulnerable young people Protection conferences, CHANNEL Panels), when required.
 - Managing and monitoring the college role in any multi-agency plan for a child.
 - Being available during term time (during college hours) for staff in the college to discuss any safeguarding concerns.
 - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that students, including those with a social worker, are experiencing, or have experienced, with teachers and college leadership staff.
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.

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

2.3 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe changes in our YP/VAs behaviour or appearance, identify concerns early, provide help and promote the student's welfare and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment and culture in which our students can learn.
- be alert to any issues of concern in a student's life at home or elsewhere.
- be aware of the definitions and indicators of abuse, neglect and exploitation so that they can identify vulnerable learners who may need early help or immediate protection.
- be able to identify and act upon indicators that both YP and VA are, or at risk of developing mental health issues.
- understand the college safeguarding policies and systems.
- undertake and engage in regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children/YP/VA's social care and statutory assessment under the Children Act 1989 and the adults social care process.
- know how to maintain an appropriate level of confidentiality.
- reassure students who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with our staff code of conduct
- Staff at the Far Academy recognise that our students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a YP/VA.
- Staff at the Far Academy will determine how best to build trusted relationships with students and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

2.4 Young people and Vulnerable Adults

- **have a right to:**
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, neglect or exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Contribute to the development of college safeguarding policies.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

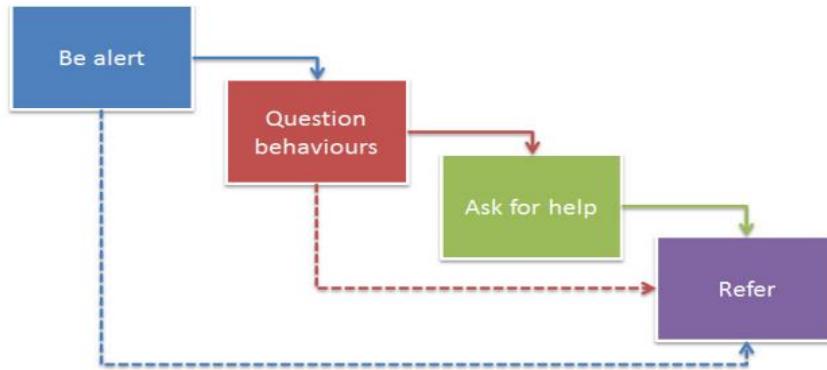
2.5 Parents and carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere to the relevant college policies and procedures.
 - Talk to their YP/VA about safeguarding issues and support the college in their safeguarding approaches.
 - Identify behaviours which could indicate that their YP/VA is at risk of harm, including online.
 - Seek help and support from the other agencies.

3. Child Protection Procedures

3.1 Recognising indicators of abuse, neglect and exploitation

- All staff should be aware of the definitions and indicators of abuse, neglect and exploitation as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. This is outlined locally within the – Under 18- [Kent Support Levels Guidance](#). Over 18 support level guidance - <https://www.kmsab.org.uk/p/professionals/kmsab-policies>
- The Far Academy recognise that when assessing whether a YP/VA may be suffering actual or potential harm there are set categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
 - Financial/material abuse,
 - Acts of omission,
 - Organisational abuse,
 - Discriminatory abuse,
 - Psychological abuse,
 - Institutional abuse,
 - Domestic abuse
 - Self-neglect
- All members of staff are encouraged to be aware that all of our students will have some form of SEN and/or Disabilities which can be disproportionately impacted by some safeguarding concerns.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries, and not to assume that they are related to the learner's disability and be aware that young people with SEN and disabilities may not always outwardly display indicators of abuse.
- Staff recognise that learners are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. Staff will remain vigilant to the behaviours of all learners and will report any changes or concerns to a DSL.
- All members of staff are expected to be aware of and follow the '[What to do if you are worried a child is being abused](#)' guidance and college processes if they are concerned about a child:



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

- The Far Academy recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from individual to individual. Children/YP/VA develop and mature at different rates. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a student is being harmed, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- The Far Academy recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL and/or log them on either C-Poms or our welfare concern form which will then be uploaded onto C-Poms and destroyed via shredding.
- Parental behaviors can indicate child abuse, neglect or exploitation; staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Our students may report abuse, neglect or exploitation happening to themselves, their peers, or their family members. All reports made by them to staff will be taken seriously and will be responded to in line with this policy.
- At Far we recognise that technology can be a significant component in many safeguarding and wellbeing issues; YP/VA are at risk of abuse or exploitation online from people they know (including other students) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

3.2 Responding to child protection concerns (flow chart p4)

The Far Academy will ensure that young people with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon. All members of staff are expected to use their professional curiosity and Look, Listen, Ask, Clarify if their attention is drawn to a potential safeguarding issue.

- If staff are concerned or made aware about the safety or welfare of a YP/VA, they are expected to:
 - listen carefully to the YP/VA.
 - reflecting back the concern, using their language.
 - be non-judgmental.
 - avoid leading questions; only prompting them where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially Integrated Children's Services.
 - be clear about boundaries and how the report will be progressed.

- record the concern using the facts as the YP/VA presents them, in line with the Far's record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where the student is already known to other agencies. Staff will not assume a colleague, or another professional, will act and share information that might be critical in keeping children safe.
- The Far Academy will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP) for those under 18 and Kent and Medway Safeguarding Adults board (KMSAB) for those 18-25 years old. Referrals will be made in line with local procedures as outlined on Local Safeguarding Partnership websites: Home - Kent Safeguarding Children Multi-Agency Partnership (U18) <https://www.kmsab.org.uk/professionals/kmsab-policies> (Over 18)
- In Kent, Early Help and Preventative Services and Children's Social Work Services are part of [Integrated Children's Services](#) (ICS) and are accessed via the 'Front Door Service'/'[Kent Children's Services Portal](#)'. 'Early help' is defined in 'Working together to safeguard children' as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. If early help support is appropriate, the DSL (or a deputy) will lead on exploring internal resources available and liaising with other universal or additional services available via local agencies.
- Where Intensive Support Early Help (provided by ICS, outlined in the [KSCMP support levels guidance](#)) is considered to be appropriate, the DSL (or deputy) will make a 'request for support' via the [Kent Children's Services Portal](#).
- Where a **Young person** is suffering, or is likely to suffer from harm, or is **in immediate danger** (for example, under section 17 or 47 of the Children Act), intensive or specialist support is required and a 'request for support' will be made immediately to Kent [Integrated Children's Services](#) (via the [portal](#)) and/or the police, in line with the [Kent Support Level Guidance and KSCMP procedures](#)
- If the same is true for a **vulnerable adult** the request for support is directed to - <https://www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding> and/or the Police on 999 in line with the adult threshold tool, found here... <https://www.kmsab.org.uk/professionals/kmsab-policies>
- If you believe support may be needed but are unclear whether to refer, a [no-named consultation](#) can be sought from the Front Door Service...

YP (U18) - 03000 411 111 VA (Over 18) - 03000 416 161

- If support is required **out of working hours**, the Far Academy will contact the Out of Hours Service via **03000 419 191 (Both YP & VA)**
- Allegation against staff – LADO – **03000 410 888**
- The Far Academy recognise that in situations where there are immediate protection concerns for a student as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KMSAB/KSCMP guidance which may involve multi-agency decision making.

- The DSL, or a deputy DSL in the absence of the DSL will have overall responsibility for making referrals. However, all staff are made aware of the local process for making referrals to Integrated Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- If staff have any concerns about a student's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy). If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff.
 - Staff will speak to a member of the college senior leadership team, request a consultation with a social worker from the Front Door Service, or make a request for support to the Front Door Service themselves; for contact information, see flowchart on page 4.
 - In these circumstances, any action taken by staff will be shared with a DSL as soon as is possible.

In the event of a request for support to the Front Door Service being necessary, where appropriate, we will discuss any concerns about a young person (under 18's) with their parents/carers. Over 18's discussion with parent will be with consent from the student, however, if a concern of serious harm to self or others our duty to safeguard will override and we will follow our reporting procedures and seek advice. The DSL will normally do this in the event of suspicion or disclosure.

Where there is a safeguarding concern, the DSL will ensure students wishes and feelings are taken into account when determining what action to take and services to provide. Following a disclosure, the DSL will discuss with the YP/VA and give them an opportunity to express their views. The YP/VA will always be told of next steps following any disclosure. The DSL will always operate with the best interest of the young person and with the wishes of the vulnerable adult when appropriate.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the young person, we will discuss this with the local authority social care team before doing so.

- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the [Kent Escalation and Professional Challenge Policy](#) to ensure their concerns have been addressed and, most importantly, that the student's situation improves.
- DSLs and staff will be mindful of the need for the College to ensure any activity or support implemented to support the YP/VA and/or families is recorded.

3.3 Young Person/Vulnerable Adult Protection Records

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the C-Poms safeguarding system or on our incident/welfare concern form and passed without delay to the DSL who will action and add to C-Poms. The written form will then be shredded.
- Records will be completed as soon as possible after the incident/event, using the student's words and will be signed and dated by the member of staff. YP/VA protection records will record facts and not personal opinions. A body map will be completed if visible injuries to the student have been observed.

- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Our student's protection records will include a clear and comprehensive summary of any concerns, details of concerns which were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- All of our student's protection records are kept confidential and stored securely. All protection records will be kept for individual students and will be maintained separately from all other records relating to them. The student's protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

3.4 Transferring Child/Adult Protection Files

- All students protection records will be transferred in accordance with data protection legislation to the YP/VAs subsequent setting, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. All protection files will be transferred securely to the new DSL, separately to the student's main file, and a confirmation of receipt will be obtained.
- In addition to the YP/VA protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting in advance of the student leaving, for example, information that would allow the new setting to continue to provide support.
- Where the college receives a student protection file from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.
- Where a student joins the school and no protection files are received, the DSL will proactively seek to confirm from the previous setting whether any protections exist for the student, and if so, if the files have been sent.

3.5 Multi-agency working

- The Far Academy recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the [KSCMP](#) multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children' and the KMSAB procedures.
- The School/College leadership team, governing body/proprietor and DSL(s) will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance. Some examples of multi-agency relationships may include, social workers, early help workers, health professionals (such as pediatricians, health visitors, mental health services and speech and language therapists), specialist teachers, education psychologists, other schools/settings where children attend more than one setting/provision and police.
- The Far Academy will contribute to investigation and assessment processes as required. The Far recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Vulnerable Young People Protection Conferences, Core Groups, Strategy Meetings, Vulnerable Young People in Need meetings, CHANNEL Panels or other early help multi-agency meetings. The DSL and the wider College

Leadership Team will work to establish strong and co-operative relationships with relevant professionals in other agencies.

- In the event of the Police being called to the College, the officer must remain in reception and the learner will be retrieved from their classroom and brought to a private room. Under no circumstances must a police officer obtain a learner from anywhere within the college. A member of staff will remain with the learner and police officer until the officer has left the college site.

3.6 Confidentiality and information sharing

- The Far Academy recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child/adult protection at the earliest opportunity as per statutory guidance outlined within KCSIE and WTSC.
- **The Far Academy** has an appropriately trained Data Protection Officer (DPO) Brent Lewis the Headteacher, as required by the UK General Data Protection Regulations (UK GDPR) to ensure that our setting is compliant with all matters relating to confidentiality and information sharing requirements.
- All staff are made aware of the need to protect the privacy of the young people and vulnerable adults in their care, as well the legal requirements that exist to ensure that information relating to them is handled in a way that ensures both confidentiality and safeguarding.
 - The Far Academy will ensure staff are aware of the duty of confidentiality and will ensure there is an area where staff may talk to parents and/or carers confidentially.
 - All staff are aware they cannot promise a student that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the YP/VA.
 - Staff are made aware of their professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of our students; this may include sharing information with the DSL and with other agencies as appropriate.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information.
 - The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on colleges and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of student.
 - All staff will be provided with training and information to ensure they understand the relevant data protection principles which allow them to share and/or withhold personal information.

KCSIE, the [Information Commissioner's Office](#) (ICO), DfE [Data Protection in schools guidance](#) and DfE '[Information sharing advice for safeguarding practitioners](#)' guidance provides further details regarding information sharing principles and expectations, information on where to access these and links are sent via email to staff to refer to as needed.

- The Headteacher/DSL will disclose relevant safeguarding information about a student with staff on a 'need to know' basis.

3.7 Complaints

- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. If this situation arises we have a whistleblowing policy and a complaints policy, both of which can be found on our website.
- The leadership team at The Far Academy will take all concerns and whistleblowing reports seriously, and all complaints will be considered and responded to in line with the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

- The Far Academy is aware of the range of specific safeguarding issues and situations that can put students at greater risk of harm. In addition to Part one, DSLs, college leaders and staff who work directly with children will read Annex B of [KCSIE](#) which contains important additional information about the following specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Peer-on-Peer abuse

- All members of staff at The Far Academy recognise that students are capable of abusing other students; this is known as peer-on-peer abuse and can happen both inside and outside of college and online.
- The Far Academy recognises that peer-on-peer abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between young people
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Initiation/hazing type violence and rituals
- Any allegations of peer-on-peer abuse will be recorded, investigated, and dealt with in line with this YP/VA protection policy and [KCSIE](#) (in particular, part two and five).
- All staff have a role to play in challenging inappropriate behaviours between our students.
- The Far Academy want all of our students to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of peer-on-peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated college policies, including child protection, anti-bullying, and behaviour. Students who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

- Alleged victims, alleged perpetrators and any other child affected by peer-on-peer abuse will be supported by:
 - Reports being taken seriously and listened to carefully.
 - Avoidance of victim blaming.
 - The providing of appropriate pastoral support.
 - Signposting to local/national support.
 - Working with parents/carers.
 - Reviewing educational approaches.
 - Following procedures as identified in other policies, and where necessary and appropriate, informing the police and/or ICS.

4.2 Sexual violence and sexual harassment

- The Far Academy recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here'. We recognize that sexual violence and sexual harassment can occur between two students of any age and sex. It can occur through a group sexually assaulting or sexually harassing a single child or group can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report. We recognize that the law is in place to protect children rather than criminalise them, and this will be explained in such a way to students that avoids alarming or distressing them.
- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other student involved/impacted, in line with part five of [KCSIE](#) and relevant local/national guidance and support.
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other students, and staff and any actions that are required to protect them.
 - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by the college and where necessary will be referred to [Integrated Children's Services](#) (Early Help and/or Children/adult Social Work Service) Portal and/or the police. Important considerations which may influence this decision include:
 - the wishes of the victim in terms of how they want to proceed.
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
 - the ages of the students involved.
 - the developmental stages of the students involved.
 - any power imbalance between the students.
 - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
 - that sexual violence and sexual harassment can take place within intimate personal relationships between students.
 - understanding intra familial harms and any necessary support for siblings following incidents.
 - whether there are any ongoing risks to the victim, other children, adult students, or college staff.

- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- The college will, dependent upon the students age and wishes, in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a student at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children/Adult Social Work Service and/or the police) to ensure a consistent approach is taken.
- If at any stage the DSL is unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

4.3 Nude and/or semi-nude image sharing by children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by children under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance](#) outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

- The Far Academy recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by YP/VA, staff are advised:
 - to report any concerns to the DSL immediately.
 - never to view, copy, print, share, forward, store or save the imagery, or ask a student to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
 - not to delete the imagery or ask the student to delete it.
 - to avoid saying or doing anything to blame or shame any student involved.
 - to reassure the student(s) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
 - not to investigate or ask the student(s) involved to disclose information regarding the imagery.
 - to not share information about the incident with other members of staff, children, or parents/carers, including the families and student(s) involved in the incident; this is the responsibility of the DSL.
- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)' and the local [KSCMP](#) guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any student involved. This may mean speaking with relevant staff and the student involved as appropriate.
 - Parents/carers will be informed at an early stage and be involved in the process to best support when involving a young person, unless there is good reason to believe that involving them would put a student at risk of harm. With VA parents will be informed with students permission.
 - All decisions and action taken will be recorded in line with our YP/VA protection procedures.

- A referral will be made to ICS via the Children's Portal and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a student has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, the age of the student or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
 - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSLs are unsure if a request for support is appropriate, advice may be sought from the Front Door Service.

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

- The Far Academy recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a YP/VA into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, young people and vulnerable adults, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- The Far Academy recognises that YP/VA can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Those involved in criminal exploitation often commit crimes themselves, which can mean their vulnerability as victims is not always recognised (particularly older children/VA) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- The Far Academy recognises that CSE can occur over time or be a one-off occurrence and may happen without the student's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some students may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- If staff are concerned that a YP/VA may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5 Serious violence

- All staff are aware of the increased vulnerability of many of our students and understand the indicators which may signal students are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that students have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.
- Any concerns regarding serious violence will be reported and responded to in line with other YP/VA protection concerns by speaking with a DSL or deputy. The initial response to student victims is important and staff will take any allegations seriously and work in ways that support them and keep them safe.

4.6 Modern Slavery and the National Referral Mechanism (NRM)

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: [Modern slavery: how to identify and support victims](#).
- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will be responded to in line with this policy.

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.
- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fmu@fcdo.gov.uk
- Whilst all staff will speak to the DSL (or deputy) if they have any concerns about risk or suspected cases of FGM, there is a specific legal duty on teachers.
 - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to **personally report** to the police where they discover that FGM appears to have been carried out.
 - It will be rare for teachers to see visual evidence, and they should not be examining students, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#) and [FGM Mandatory reporting Duty Fact Sheet](#).

4.8 Preventing radicalisation

All staff have received appropriate PREVENT training to enable them to be alert to changes in children's behavior which could [indicate that they may need help or protection from radicalisation](#)...

- Isolating themselves from family and friend.
- Talking as if from a scripted speech.
- Unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards other.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.

The Far Academy recognises that children may be susceptible to radicalisation into terrorism and is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

- It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in student's behaviour, which could indicate that they may be in need of help or protection
- Staff will be supported to use their judgement in identifying children who might be at risk of radicalisation and will act proportionately; staff will report concerns to the DSL (or a deputy), who, where appropriate, will follow the [local procedures](#) in regard to making a Prevent referral.
- If there is an immediate threat to safety, the police will be contacted via 999.
- Where a student is receiving support regarding concerns relating to preventing radicalisation, for example, through the 'Channel' programme, the DSL will consider if it would be appropriate to share any information if/when a student leaves to attend any new setting, so support can be put in place prior to their start.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#).

4.9 Cybercrime

- At The Far Academy we recognise that YP/VA with particular skills and interests in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a student may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the [Cyber Choices](#) programme, which aims to intervene when YP/VAs are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the YP/VA protection policy and other appropriate policies.

DSLs may also seek advice from Kent Police and/or the Front Door Service.

4.10 Domestic abuse

- The Far Academy recognises that:
 - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
 - children can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
 - anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
 - domestic abuse can take place within different types of relationships, including ex-partners and family members.
 - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
 - domestic abuse can have a detrimental and long-term impact on YP/VA's health, well-being, development, and ability to learn.

- domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account student's lived experiences.
- it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.
- If staff are concerned that a student may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

4.11 Mental health

- All staff recognise that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation.
- As a specialist setting whose primary focus is on students with social emotional and mental health needs, all of the staff at The Far Academy are aware that YP/VA's experience of mental health can vary and present for a number of reasons. Some of which come from their needs having not been met, or understood, along with other life experiences relating to their SEND presentation that has resulted in deteriorating mental health concerns. All at far are also aware of other impacts on student's mental health, for example where they may have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs) that can impact on their mental health, behaviour, and education.
- Staff are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

5. Supporting Young People & Vulnerable Adults Potentially at Greater Risk of Harm

All students at The Far Academy are potentially at greater risk of harm than others. Being a specialist educational setting, every student that attends has an Educational Health and Care Plan due to their special educational needs or disabilities and therefore extra awareness and measures are always in place to keep them safe and protected from harm or risk.

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

- We acknowledge that our YP/VAs with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse, neglect or exploitation.
- We understand and recognise that students with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. All of our students due to their SEND needs, will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse, neglect and exploitation, such as behaviour, mood changes or injuries and not to assume that they are related to the student's special educational needs or disability.
- All staff are aware that due to their SEND, or certain medical conditions, all of our students can be disproportionately impacted by safeguarding concerns or behaviour, such as exploitation, financial abuse, peer group isolation or bullying including prejudice-based bullying, without outwardly showing any signs.

- To address these additional challenges, our college has a high staff to student ratio extensive pastoral support and attention for all of our students. The DSL will work closely with the FLO and SENCO to plan additional support as required.

5.2 YP/VA requiring mental health support

- The Far Academy recognises the important role it has to play in supporting the mental health and wellbeing of our students. Mental health problems can, in some cases, be an indicator that a YP/VA has suffered or is at risk of suffering abuse, neglect or exploitation. For Far students they often have the additional impact of having had many negative life experiences due to their SEND needs or presentation which have resulted in mental health concerns and being placed with us. Our whole school approach is tailored to support social emotional and mental health, this is facilitated with regular staff training and commissioning of additional professionals to work with our most in need students.
- Age/ability appropriate education will be provided to our students to help promote positive health, wellbeing, and resilience. This is facilitated via our bespoke offering and adapted to differing needs and situations.

5.3 Young People and Vulnerable Adults who are absent from education

- Students being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, sexual and criminal exploitation - particularly county lines.
- At Far we recognise that mental health is a big contributor for our students regarding attendance, particularly when at transition times. We therefore broach attendance concerns with an approach of curiosity and understanding, whilst also keeping in mind safeguarding concerns, in order to support breaking down their barriers to accessing their education.
- A robust response to YP/VA's who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of YP/VA's going missing in the future. This includes when problems are first emerging and also where they are already known to Kent Integrated Childrens/Adults Services and/or have a social worker (such as a student who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.
- Where possible, the college will hold more than one emergency contact number for each student, so we have additional options to contact a responsible adult if a YP missing education is also identified as a welfare and/or safeguarding concern. There is an expectation that emergency contact information will be held for both parents, unless doing so would put the student at risk of harm.
- Where absence involves one of our vulnerable adults, if permission has been given for us to contact their emergency contact or parent, we will first attempt to contact the student to discuss the absence and then the emergency contact/parent.
- Where the college have concerns that a student has unexplainable and/or persistent absences from education and/or is missing from education, we will respond in line with our statutory duties (DfE: [Children missing education](#)) and local policies.

5.4 Young People and Vulnerable Adults who may benefit from Early Help

- Any YP/VA may benefit from early help, but all staff should be particularly alert to the potential need for early help for a student who:
 - is disabled or has certain health conditions and has specific medical/additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - 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 or county lines
 - is frequently missing/goes missing from education, home or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from college.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child.
- Where it is identified a student may need early help, staff and DSLs will respond in line with section 3 of this policy.

5.5 Young People and Vulnerable Adults who need a social worker (child in need and child protection plan/Adult safeguarding)

- The DSL will hold details of social workers working with YP/VAs in the college so that decisions can be made in the best interests of the student's safety, welfare, and educational outcomes.
- Where a YP/VA has a social worker, this will inform college decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.6 Looked after young people (including kinship care), previously looked after children and care leavers

- The Far Academy recognises the common reason for children becoming looked after is as a result of abuse, neglect and/or exploitation, and a previously looked after child also potentially remains vulnerable.
- The SLT team will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a student is looked after, the DSL will hold details of the social worker.
- Where a student is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7 Young people who are privately fostered

- Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative

in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

- Where private fostering arrangements come to the attention of the college, for example, through the normal course of their interaction and promotion of learning activities with the young person, we must notify Kent Integrated Children's Services in line with the local [KSCMP arrangements](#) in order to allow the local authority to check the arrangement is suitable and safe for them.

5.8 Young people/Vulnerable who are Trans, Lesbian, Gay, Bisexual, or Gender Questioning

Additional support for education settings regarding equality, diversity and inclusion is available via the [Education People EDIT team](#).

- The fact that a YP/VA may be Trans, lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm, however, the Far Academy recognises that unfortunately there is an increased risk of being targeted by others within the wider community. Due to the profile of our students in addition to this area, we compile risk assessments for those we feel are at extended risk due to these factors.
- When supporting a gender questioning student, the college will consider the broad range of their individual needs, in partnership with the YP/VAs parents when appropriate (other than in the rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities, such as to support any complex mental health and psychosocial needs and to manage the risk of bullying.
- The Far Academy recognises risks can be compounded where children who are Trans, lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. Appropriate education is included within our bespoke curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space that facilitates a culture where our YP/VA can speak out or share any concerns.

6. Online Safety

- At The Far Academy we recognise that it is essential that our YP/VA are safeguarded from potentially harmful and inappropriate material or behaviours online. At Far we adopt a whole college approach to online safety which will empower, protect, and educate our students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- The Far Academy will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- The Far Academy identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
 - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- The Far Academy recognises that technology and the risks and harms related to it evolve and change rapidly. The college will carry out an annual review of our approaches to online safety, which considers and reflects the current risks our student's face online. Part two of KCSIE references several tools which can support schools with this.
- The headteacher will be informed of any online safety concerns by the safeguarding team.
- The DSL has overall responsibility for online safety within the college but will liaise with other members of staff, for example IT technician and curriculum leads as necessary.
- The DSL will respond to online safety concerns in line with our YP/VA protection and other associated policies see our Online safety and acceptable use policy.

6.1 Appropriate filtering and monitoring on school/college devices and networks

The Far Academy's Digital Curriculum plays a significant role in developing learners' independence beyond College. It is recognised that the use of technology presents challenges and risks to learners and young people both inside and outside of College. Therefore, it is the responsibility of all staff to ensure we continue to develop learners' digital skills whilst being mindful of potential risks.

- The DSL has overall responsibility for online safeguarding within the College.
- The Far identifies that the issues can be broadly categorised into four areas of risk:
- content: being exposed to illegal, inappropriate or harmful material
- **Commerce:** Online behaviour that increases the likelihood of, or causes, financial harm
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce:** risks such as online gambling, financial scams, inappropriate advertising and or financial scams.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Vulnerable Young People Safe in Education' 2024. The Far recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2024, it has appropriate policies in place that are shared and understood by all members of the College community. Further information relating to this can be found in the College's Online Safety Policy and Acceptable Use Policy which can be found on our website.

6.1.1 Responsibilities

- Our governing body has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed. All staff will understand how to effectively escalate any safeguarding concerns when identified.
- The Headteacher and governors, are responsible for ensuring that our college has met the DfE [Filtering and monitoring standards](#) for schools and colleges.
- Our Headteacher and IT Technician are responsible for:
 - procuring filtering and monitoring systems.
 - documenting decisions on what is blocked or allowed and why.
 - reviewing the effectiveness of our provision.
 - overseeing reports.

- ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
- ensuring the DSL has sufficient time and support to manage their filtering and monitoring responsibilities.

6.2 Information security and access management

- The Far Academy is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and students. Further information can be found in our online safety and acceptable use policy.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- All members of staff have been provided with a copy of part one if working directly with children, or annex A (if not working directly with children) of the current version of 'Keeping Children Safe in Education' which covers safeguarding information for staff.
 - College leaders, including the DSL and governors will read KCSIE in its entirety.
 - College leaders and all members of staff who work directly with children will read annex B of KCSIE.
 - All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This is held in the Flo's systems.
- It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.
- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training to ensure they are aware of the Far's internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local safeguarding partners and explores the Kent processes.
- All staff members (including agency and third-party staff) will receive appropriate child protection training that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be achieved via staff meetings, email of Kent safeguarding newsletters, e-bulletins and short online courses.
- The Far Academy recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape college safeguarding arrangements and child protection policies. This will be achieved through discussions within staff meetings.
- All governors and trustees receive appropriate safeguarding and child protection training at induction. This training equips them with the knowledge to provide strategic challenge to be assured that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.
- The Headteacher, who is the DSL, will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained.

7.2 Safer working practice

- Our college takes steps as outlined in this and other relevant policies to ensure processes are in place for staff that promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the code of conduct.
- Staff will be made aware of the college behaviour policy. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant college policies

Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The college will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- The Far Academy is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff. We recognise that we must ensure that people working with children in our setting are suitable, have the relevant qualifications/training and have passed any required checks to fulfil their roles.
 - The Far Academy will follow Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS)
 - The governing body and leadership team are responsible for ensuring that the college follows safe recruitment processes as outlined within the KCSIE guidance.
 - The leadership team will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The college maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Far Academy is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, reprimands, and warnings.
- Where the college organises work experience placements, we will follow the advice and guidance as identified in Part three of KCSIE.

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

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and the [local Kent allegations arrangements](#), including discussions as necessary with the Local Authority Designated Officer (LADO).
- Any concerns or allegations about staff will be recorded and dealt with in line with Part four of KCSIE and reported as appropriate in line with local [Kent allegations management arrangements](#). Ensuring concerns are dealt with effectively will protect those working in or on behalf of the college from potential false allegations or misunderstandings.
- Where headteachers are unsure how to respond, for example if the college is unsure if a concern meet the harm ‘thresholds’ (section 8.2.1), advice will be sought via the [LADO Education Safeguarding Advisory Service](#) enquiry form.
- After resolving or concluding allegations or low-level concerns about staff, the headteacher, along with the [LADO](#), if involved, will review the case to identify lessons learned and any possible improvements.

8.2.1 Concerns that meet the ‘harm threshold’

- The Far Academy recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Allegations against staff which meet this threshold will be responded to and managed in line with Part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the headteacher who will contact [the LADO](#) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO.
- If staff are concerned that appropriate safeguarding action is not being taken following an allegation against a colleague, they are advised to follow our whistleblowing process and/or to contact the LADO directly themselves.

8.3 Safe Culture

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

- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the college safeguarding regime. The leadership team at the Far Academy will take all concerns or allegations received seriously.
- All members of staff are made aware of the college Whistleblowing. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The Far Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
 - If these circumstances arise in relation to a member of staff at our college, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the [LADO](#)

9. Physical Safety

10.1 Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Further information regarding our approach and in line with the DfE '[Use of reasonable force in schools](#)' guidance. Note: Further advice can be accessed in Part two of KCSIE.

10.2 Site security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks and supervision will be undertaken in respect of visitors and volunteers coming into the Far, as outlined within national guidance. Visitors are expected to sign the visitors book and wear a visitors badge and will be accompanied by a member of staff at all times.
- For visitors attending in a professional capacity, such as social workers, early help staff, the Far will check their ID.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The Far will not accept the behaviour of any individual (parent or other) that threatens the college security or leads others, students or staff, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the college site.

10. Local Support

- **Kent Integrated Children's Services; Children's Social Work Services and Early Help Intensive Support**
 - [Kent Integrated Children's Services Portal](#) – select 'urgent' if there is an immediate risk/concern
 - Front Door Service No Name Consultation: 03000 411111
 - Out of Hours Number: 03000 419191
 - Kent Support level guidance: www.kscmp.org.uk/guidance/kent-support-levels-guidance
- **Local Early Help and Preventative Services and Family Hubs**
 - Schools/colleges should insert relevant local links/networks which can be found at:
 - [Early Help and Preventative Services - KELSI](#)
 - [Early Help contacts - KELSI](#)
 - [Kent Family Hubs - Kent County Council](#)
- **Kent Police**
 - 101 or 999 if there is an immediate risk of harm
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
 - www.kscmp.org.uk
 - 03000 421126 or kscmp@kent.gov.uk
- **Adult Safeguarding**
 - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk
- **Kent LADO Education Safeguarding Advisory Service (LESAS)**
 - [Local Authority Designated Officer \(LADO\) - Kent Safeguarding Children Multi-Agency Partnership](#)
 - To refer to the LADO following an allegation being made against a member of staff, complete a referral on the [Kent Integrated Children's Services Portal](#).
 - To enquire if a LADO referral should be made, to request strategic education safeguarding or online safety advice, or request other LESAS commissioned services/support, please use the [LESAS enquiry form](#).

Appendix 1: Categories of Abuse

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

Abuse: a form of maltreatment of a YP/VA. Somebody may abuse or neglect a YP/VA by inflicting harm, or by failing to act to prevent harm. Abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

Signs that MAY INDICATE Sexual Abuse

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

The [Centre of Expertise on Child Sexual Abuse](#) provides resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child/YP/VA. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/YP/VA.

Signs that MAY INDICATE physical abuse

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

- Inappropriate/harmful medication usage
- Aggressive behaviour or severe temper outbursts.
- Injuries that cannot be accounted for. Inadequate, inconsistent, or excessively plausible explanations for an injury, or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

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

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

Signs that MAY INDICATE neglect.

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

Appendix 2: Support Organisations and Resources

Additional links can be found in Part two and Annex B of KCSIE.

KSCMP

- Factsheets: www.kscmp.org.uk/training/factsheets
- Supporting resources: www.kscmp.org.uk/training/training-resources
- Video explainers: www.kscmp.org.uk/training/video-explainers
- Missing children: www.kscmp.org.uk/guidance/missing-children

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Special Education Needs and Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>
- Kent Autistic Trust: www.kentautistictrust.org/
- AFASIC: www.afasic.org.uk/
- National Autistic Society: www.autism.org.uk/
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Portage: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-children-under-5/portage-supporting-pre-school-children-with-send
- Information Advice and Support Kent (IASK): www.iask.org.uk/

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Kent Resilience Hub

- <https://kentresiliencehub.org.uk/>

Children with Family Members in Prison

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

Substance Misuse

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

Domestic Abuse

- KSCMP: www.kscmp.org.uk/guidance/domestic-abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Criminal and Sexual Exploitation

- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: <https://kentandmedwayvru.co.uk/>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- The Children's Society: www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

So-called Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/61639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

- Kent Prevent Education Officers: www.kelsi.org.uk/child-protection-and-safeguarding/The-Prevent-Duty-In-Education
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

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

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': <https://shorespace.org.uk/>

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.ceopeducation.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety

- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- KSCMP: www.kscmp.org.uk/guidance/online-safety

Mental Health

- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- Kent & Medway Children & Young People's Mental Health Services (CYPMHS): www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/
- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- MindEd: <https://mindedforfamilies.org.uk/>