



Child Protection and Safeguarding Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026

Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026

Date for Next Review:	01.09.2027
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Safeguarding "is everyone's responsibility".

Key Contact Personnel in School

Designated Safeguarding Lead: Suzy Hollett - HR and Pastoral Manager

Deputy Designated Safeguarding Leads: Sophie Illingworth - Business Manager
Natalie Lovelock - Deputy Headteacher
Joseph Ross - Teacher
Lisa Wilkieson - Reading and Phonics Lead

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

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

Key Contacts

Maple Haven School	Name	Contact information
Designated Safeguarding Lead	Suzy Hollett	07368 589383 hrmanager@thellewellyn.school

What to do if you have a welfare concern in Maple Haven School Setting

Why are you concerned?

For example

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

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

Follow the settings procedure (Maple Haven School)

- o Reassure the child.
- o Clarify concerns if necessary (TED: Tell, Explain, Describe)
- o Use child's own words.
- o Sign and date your records
- o Seek support for yourself if required from DSL.

Inform the Designated Safeguarding Lead or refer if appropriate.

Designated Safeguarding Lead

Consider whether the child is at immediate risk of harm e.g., unsafe to go home.

Access the Kent Safeguarding support level guidance and procedures: www.kscmp.org.uk

Refer to other agencies as appropriate e.g., Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services.

If unsure, consult with Area Education Safeguarding Advisor 03000 418 503 or Local Authority Social Worker at the Front Door 03000 411 111 OR 999

If you are unhappy with the response

Staff:

Seek advice from the Education Safeguarding Service

Follow Whistleblowing Procedures

Children and Parents/Carers:

Follow setting complaints procedures.

Record decision making and action taken in the child's child protection/safeguarding file.

Monitor

Be clear about:

What you are monitoring e.g., behaviour trends, appearance etc.

How long you will monitor.

Where, how and to whom you will feedback and how you will record

Review and Re-refer (if necessary)

At all stages, the child's circumstances will be kept under review.

The DSL/Staff will re-refer if required to ensure the child's safety is paramount.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important.' (EYFS Development Matters)

Staff working with children at Maple Haven School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Maple Haven School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and pupils) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Maple Haven School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Staff working with children at Maple Haven School will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Maple Haven School recognise the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and

feelings are considered when determining what safeguarding action to take and what services to provide.

- Our core safeguarding principles are:
 - Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - Support: for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - Collaborating with parents and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

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

As part of the safeguarding ethos of the setting, we are committed to:

- Maintaining children's welfare as our paramount concern
- Providing an environment and culture in which children feel safe, secure, valued, and respected, confident to talk openly and sure of being listened to
- Developing appropriate and positive relationships between children and the adults that care for them.
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- Using learning opportunities to increase self-awareness, self-esteem, assertiveness, and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

- Working with parents/carers to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the setting's procedures and reporting mechanisms.
- Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

Maple Haven School adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures document and additional guidance relating to specific safeguarding issues can be found on the KSCMP website: www.kscmp.org.uk

Policy Context

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and has due regard to the related guidance. This includes:

- DfE Keeping Children Safe in Education 2026 (effective from 1 September 2026)
- Working Together to Safeguard Children 2026
- The Governance Handbook
- Ofsted: Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families (Updated 2023)
- Kent and Medway Safeguarding Children Procedures (Online)
- Early Years Foundation Stage Development Matters (2025)
- Part 1 of the schedule to the non-maintained special schools' regulations
- Statutory guidance on FGM
- Section 5b (11) of the Female Genital Mutilation Act 2003 as inserted by section 74 of the serious crime act 2015

- Statutory guidance on Prevent Duty (last updated 2023)
- The Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.
- The Childcare Act 2006

This policy has been implemented to ensure compliance with section 3, the safeguarding and welfare requirements of the EYFS. The way the setting is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2026 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.

We acknowledge that some children may return to the setting having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support children and their families.

Definition of Safeguarding

Working Together to Safeguard Children 2026 states that safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

It also reminds us of that safeguarding "*is everyone's responsibility*" (WTSC). *Everyone who encounters children and families has a role to play.* Everyone should consider wider

environmental factors in a child's life that may be a threat to their safety and/or welfare.

The setting acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

- Abuse and neglect.
- Bullying (including cyberbullying)
- Children and the court system
- Children Missing Education (CME)
- Children with family members in prison
- Child missing from home or care.
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual Safeguarding (Risks outside the family home)
- County Lines
- Domestic Abuse
- Homelessness
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage.
- Gangs and youth violence
- Gender based abuse and violence against women and girls.
- Hate
- Honour based abuse.
- Mental health
- Missing children and adults
- Online safety
- child-on-child abuse

- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Serious Violence
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Serious Violence
- 'Upskirting'
- Youth produced sexual imagery or "Sexting".

Annex A of DfE Keeping Children Safe in Education 2026 (effective from 1 September 2026) contains important additional information about specific forms of abuse and safeguarding issues. Staff at the setting who work directly with children will read this annex.

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this child protection policy and speak to the Designated Safeguarding Lead (or deputy).

Related Safeguarding Policies

Maple Haven School will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the setting's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

- Behaviour Management

- Online Safety: Mobile Technology and social media
- Anti-Bullying
- Data Protection and Information Sharing
- Image Use
- Drugs
- Personal and Intimate Care
- Health and Safety
- Risk Assessments (e.g., trips, use of technology, setting reopening)
- First Aid and Accidents (including medicines)
- Managing Allegations Against Staff
- Code of Conduct for Staff, including Acceptable Use of Technology (AUP)
- Safer Recruitment
- 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" - Updated 2023.
- "What to do if you are worried a child is being abused" - DfE, March 2015
- Early Years Foundation Stage Welfare Requirements (Updated March 2021)

These documents are available in the Safeguarding Policy folder in the school Office, on the website www.maplehaven.school and on the Maple Haven Drive named Safeguarding.

Policy Compliance, Monitoring and Review

Maple Haven School will review this policy at least annually (as a minimum). The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.

All staff, irrespective of role, will read and understand Part One of KCSIE 2026.

The school's safeguarding induction process will evidence that Part One has been read and understood. This will be kept in the school Office, on the website www.maplehaven.school and on the Maple Haven Drive under Safeguarding.

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

The policy forms part of our development plan and will be reviewed annually by The Safeguarding team who has responsibility for oversight of safeguarding and child protection systems. The Designated Safeguarding Lead and HR manager will ensure all staff are updated with any new legislation.

Regular reporting on safeguarding activity and systems. They will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

Within the Equality Act, 2010, the school is able to take positive action, where it can be shown to be proportionate to help particular disadvantaged groups, this may be pupils or students, or staff members with certain characteristics in order to meet their needs. This includes our duty to make reasonable adjustments for children and young people who are disabled.

Responsibilities

All staff

Our staff play a particularly important role in safeguarding as they are able to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the school safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 2004.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards which state that teachers (including school leaders) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at Maple Haven recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as 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 child.

Staff at Maple Haven will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional

communication in line with existing and relevant policies, for example, our staff Code of Conduct and pupil behaviour policies.

The Designated Safeguarding Lead (DSL)

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 KCSIE 2026. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
- Maintaining a confidential recording system for safeguarding and child protection concerns.
- Coordinating safeguarding action for individual children.
- When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE 2026 and WTSC 2026.
- 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) procedures, including referrals, are followed, as necessary.
- Representing, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.

- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE 2026.
- Liaising with the school leader to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 2004 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE).

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

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.

When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker.

- Liaise with other agencies and professionals in line with WTSC 2026 and KCSIE 2026.
- Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.

- Represent, or ensure the setting is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the settings role in any multi-agency plan for a child.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within EYFS Development Matters and KCSIE 2026.

Maple Haven School Governors.

Maple Haven School has some external members of the team.

The school Governors of the school have an overarching role in working alongside the School Leader/CEO in ensuring that policies, procedures, and training within the school is effective and compliant with the law.

The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE 2026 guidance and will ensure our policies, procedures and training is effective and always complies with the law.

The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The governing body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The school leader will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.

The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

Governing bodies are responsible for understanding the importance of filtering and monitoring and take actions to review the standards with service providers and those who impact on the IT system.

Children and young people

Children and young people have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school safeguarding policies.

- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents and carers

Parents/carers have a responsibility to:

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

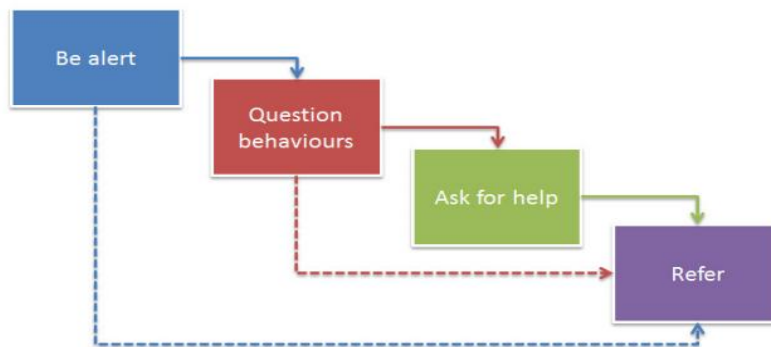
Recognising Indicators of Abuse and Neglect

- All staff in Maple Haven School are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (updated 2026), EYFS Development Matters and DfE Keeping Children Safe in Education 2026 (effective from 1 September 2026). This is outlined locally within the Kent Support Levels Guidance.

If staff have any concerns, they are aware to report to the Safeguarding team. The DSL will then assess and advise if there is a cause for concern, or whether an incident report needs to be raised or if referral to agencies via the Front Door etc as appropriate. Staff are also aware that they can do their own referral via the Kent Support Level guidance if necessary.

- Maple Haven School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

- For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



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

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- Parental behaviour's may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Safeguarding incidents and/or behaviours can be associated with factors outside Maple Haven School and/or can occur between children offsite or involve children's family members.
- Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Child Protection Procedures

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

- Maple Haven School adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: www.kscmp.org.uk/
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children's Act 2004, along with the role they might be expected to play in such assessments.
- Maple Haven School recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.

- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

Responding to child protection concerns

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to the child, reflecting the concern.
- use the child's language.
- be non-judgmental.

- avoid leading questions; only prompting the child 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 child presents them, in line with school record keeping requirements.
- inform the DSL (or deputy), as soon as practically possible.

If staff have any concerns about a child'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).

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from the Education Safeguarding Service or a consultation with a social worker from the Front Door (for contact information, see flowchart on page 6). In these circumstances, any action taken will be shared with a DSL as soon as is 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 a child 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.

Maple Haven School will respond to safeguarding concerns in line with the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: www.kscmp.org.uk.

In Kent, Early Help and Preventative Services and Children's Social Work Services are part of Integrated Children's Services (ICS). Specific information and guidance to follow with regards to accessing support and/or making referrals in Kent can be found here: www.kelsi.org.uk/support-for-children-and-young-people/integrated-children's-services.

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

All staff are made aware of the 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.

Where a child 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), a 'request for support' will be made immediately to Kent Integrated Children's Services (via the 'Front Door') and/or the police, in line with KSCMP procedures.

Maple Haven School recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with KSCMP guidance which may involve multi-agency decision making.

The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.

They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).

In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP and ICS. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

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 KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the settings safeguarding record of concern forms these forms are pink and passed in person to the DSL. A body map will be completed if injuries have been observed.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Incident/Welfare concern forms are kept in the Safeguarding folder on the LSN drive under Safeguarding and at reception with Claire Carter. The DSL's will

discuss the next steps and recorded on the system Safeguarding concerns on the LSN drive, Safeguarding folder.

- Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

Multi-Agency Working

- Maple Haven School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Maple Haven School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant

safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- Staff at Maple Haven School are aware and have access to the safeguarding team in school, and the Kent support level guidance sheets with the actions to take are printed and placed in every classroom and communal areas.
- <https://www.kscmp.org.uk/guidance/kent-support-levels-guidance>

Confidentiality and Information Sharing

- Maple Haven School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The manager or DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- Maple Haven School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that we are compliant with all matters relating to confidentiality and information sharing requirements. Maple Haven School's DPO is Jamie Martin.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- DfE Guidance on Information Sharing in schools provides further detail.

Complaints

- The setting has a complaints procedure available to parents/carers, children and members of staff who wish to report concerns. This can be found in the Safeguarding folder in the school office.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for managing allegations against staff policy.

Staff Induction and Training

- All members of staff have been provided with Part One or Annex A of DfE Keeping Children Safe in Education 2026 (effective from 1 September 2026) which covers safeguarding information for all staff.
 - The manager and the DSLs will have regard for the entire document.
 - CPOMS - is being introduced and once all staff have had training and feel fully confident - we will move to all record keeping being online via this program.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the settings internal safeguarding policy and procedures as part of their induction.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will take place at least annually and will include online safety.
- The Designated Safeguarding Lead and the deputy safeguarding leads, have annual training.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates in the staff meeting every Wednesday. SLT will provide staff with relevant skills and knowledge to safeguard children effectively.

- All staff members (including agency and third-party staff) will be made aware of the settings expectations regarding safe and professional practice via the staff code of conduct / Acceptable Use Policy (AUP).
- All staff are expected to keep themselves updated with policies and are all aware all policies can be found on the school drive, and in the policies folders which are kept in the school leaders office.
- Staff will be encouraged to contribute to and shape the settings safeguarding arrangements and child protection policies staff will be encouraged to information share at our compulsory staff meetings, we also have an open-door policy for any staff with any concerns.

Safer Working Practice

- 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 behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant setting policies including staff behaviour policy, Acceptable Use Policies, and social media all policies will be kept in the main policy folder in the school office also accessible on the LSN drive under policies.
- All staff will be made aware of the expectations relating to use of mobile technology within the setting, including mobile phones and cameras. Staff will adhere to relevant setting policies including staff behaviour policy, Acceptable Use Policies, Image Use and Mobile Technology. These Policies can be found in the main Policy folder kept in the school office and on the LSN drive under policies.

Supervision and Support

- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage Development Matters.
- CEO / School Leader of Maple Haven School recognises regular, planned, and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills, and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.
- All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management. Further guidance on supervision can be found on Kelsi.

Safer Recruitment, Suitable People and Disqualification

- Maple Haven School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with children and staff. The procedures that are followed help to deter, reject and identify people who might abuse children.
- The HR and Pastoral Manager is responsible for ensuring that the setting follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and proprietor/trustees/committee members and includes appropriate information which may include:
 - Dates of recruitment
 - References
 - Identity checks
 - Criminal records check reference number, including date and details of person who completed it.

- Eligibility to work in the UK checks.
- Other essential key data.

The above checks will be recorded, and copies of relevant documents will be kept in their personnel file.

- The setting will obtain an enhanced check by Disclosure and Barring Service (DBS) in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:
 - works directly with children.
 - lives on the premises on which the childcare is provided and/or
 - works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).
- An additional check by the DBS (or checks if more than one country) will also be made for anyone who has lived or worked abroad.
- The school leader is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The HR and Pastoral Manager is responsible for ensuring that Maple Haven School follows safer recruitment processes outlined within guidance. At least one member of the interview panel must have completed safer recruitment training.
- The school will inform shortlisted candidates that online searches may be completed, as part of due diligence checks.
- The HR and Pastoral Manager is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

Allegations Against Members of Staff and Volunteers

- Maple Haven School recognises that it is possible for any member of staff, including volunteers, contractors, agency, and third-party staff (including supply staff) and visitors to behave in a way that:
 - Indicates they have harmed a child or may have harmed a child.
 - Means they have committed a criminal offence against or related to a child.
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the setting safeguarding regime. The leadership team at Maple Haven School will takes all concerns or allegations received seriously.
- Allegations should be referred immediately to the manager who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- Should the school be used for non-school activities, and a safeguarding allegation is raised, staff must follow the relevant safeguarding procedures for the school, including contacting LADO.
- In the event of allegations of abuse being made against the SLT or school leader, staff are advised that any allegations should be reported to the School Leader or the School Governors of Maple Haven School who will inform the who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of the settings Whistleblowing procedure this is kept in the policy folder in the school office it can also be found on the LSN drive under policies. 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.
- Maple Haven School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of several 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 allegations against a person indicate that they would pose a risk to of harm if they continued to work with in regular or close contact with a pupil in their present position/capacity, then there would be an immediate suspension put in place until investigated and the outcome decided.
- Maple Haven School have a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

Specific safeguarding issues

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

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.

Child on Child Abuse

- All members of staff at Maple Haven School recognise that children can abuse their peers. Maple Haven School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- At Maple Haven School, our pupils all have one to one support, and in some cases two to one. Our pupils are never unsupervised. Regular training is given to our staff in the form of online courses, refresher sessions in staff meetings with handouts given and staff training days throughout the school year to help everyone be aware of signs of peer-on-peer abuse.
- Maple Haven School recognises that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. We, as a school, take a zero-tolerance approach to abuse and it should never be passed off as 'banter', 'having a laugh', 'just part of growing up', or 'boys being boys' - as we know this can lead to a culture of unacceptable behaviours and an unsafe environment for children to thrive in.

Maple Haven School recognises that child-on-child abuse can take many forms, including but not limited to:

- bullying (including cyberbullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment

- 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals including within gangs.

Maple Haven School recognises that the gendered nature of child-on-child abuse can be more targeted to females, but it is unacceptable to all genders.

Maple Haven School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy). We will follow the advice as set out in the non-statutory UKCIS guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and the local KSCMP guidance: "Responding to youth produced sexual imagery".

As a school our approach is that we take zero tolerance of our students engaging in this behaviour, be it consensual or non-consensual sharing of nudes/semi-nudes – as in line with our behaviour policy and code of conduct.

Staff and leadership are mindful that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.

All allegations of child-on-child abuse will be recorded, investigated and dealt with in line with the settings associated policies, including child protection, anti-bullying and behaviour. Maple Haven School will collate evidence from staff and pupils as appropriate. Pupils will be spoken to if appropriate, and reflections with the pupils will be taken. Then if needed, potentially there could be amendments made to Behaviour Support Plans in school to incorporate any plans/actions as needed.

Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by the Safeguarding Team. Front door services will be called.

Child-on-child sexual violence and sexual harassment

When responding to concerns relating to child-on-child sexual violence or harassment, Maple Haven School will follow the guidance outlined in KCSIE 2026.

Maple Haven School recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' Maple Haven School recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

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

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour, child protection, online safety.

The Llewelyn School recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils that avoids alarming or distressing them.

Maple Haven School recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

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 children involved/impacted, in line with part five of KCSIE 2026 and relevant local/national guidance and support, for example KSCMP procedures and support from the Education Safeguarding Service.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- 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 school and where necessary will be referred to Integrated Children's Services (Early Help and/or Children's Social Work Service) 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 Behaviour has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.

- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse - 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 children.
- 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 school staff.
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school will 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 child 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's Social Work Service and/or the police) to ensure a consistent approach is taken.

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

Nude and/or semi-nude image sharing by children

Note: The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 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.

Maple Haven School 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 children, 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 child 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 child to delete it.
- to avoid saying or doing anything to blame or shame any children involved.
- to reassure the child(ren) 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 child(ren) involved to disclose information regarding the imagery.
- to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) 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 child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - the image/videos involve sexual acts and a child under the age of 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 how to proceed, advice will be sought from the Education Safeguarding Service.

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

Maple Haven School 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 child into taking part in sexual or criminal activity, in exchange

for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Maple Haven School recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) 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).

Maple Haven School recognises that CSE can occur over time or be a one-off occurrence and may happen without the child'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 children 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 child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

Modern Slavery and Financial Exploitation

Although trafficking is mentioned, KCSIE 2026 places greater emphasis on exploitation indicators.

- financial exploitation
- debt bondage
- coercive control
- stalking
- modern slavery
- exploitation through online platforms

Serious violence

All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, 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 children 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 child protection concerns by speaking with a DSL or deputy. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

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), child marriage, and practices such as breast ironing.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with 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.

Whilst all staff will speak to the DSL (or deputy) regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Preventing radicalisation

Maple Haven School is aware of our duty under section 26 of the Counterterrorism and Security Act 2019, 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.

Maple Haven School recognises that children are susceptible to extremist ideology and radicalisation and staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow. If there is an immediate threat, the police will be contacted via 999.

Cybercrime

Maple Haven School recognises that children with skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent'

(crimes that can be committed only by using a computer/internet enabled device) cybercrime. The DSL takes a lead responsibility for filtering and monitoring of IT systems, with an aim of meeting the cyber security standards.

Staff safeguarding and child protection training should include an understanding of the above and follow the DfE guidance on the subject.

If staff are concerned that a child 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 young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

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

Information Security and Cyber Security

Includes:

- secure password management
- access control
- device security
- reporting cyber incidents
- protection of safeguarding records

Domestic abuse

Maple Haven School recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

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

Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour, and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Safeguarding Children with Special Educational Needs and Disabilities

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

Maple Haven School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND 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 such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

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

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with therapists, EHCP coordinators, teachers and SLT.

Our school has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies: in the staff area of the shared drive.

Family Help

The school acknowledges Family Help arrangements introduced through Working Together 2026. Staff will be aware of community support services, targeted Family Help interventions and statutory children's social care pathways and will follow local authority procedures regarding access to support.

Children requiring mental health support.

Maple Haven School has an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where there are concerns regarding possible mental health problems for pupils, staff should:

- Speak to the Mental Health Lead regarding the pupil's needs and the concerns that they have.
- Initiate a meeting with parents to look for patterns in the pupil's mental health when compared with home.
- Explore possible referrals to outside agencies such as CAMHS.

Age/ability appropriate education will be provided to our pupils to help promote positive health, wellbeing, and resilience.

Children who are absent from Education (CAE)

Children who are absent from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly county lines. A robust response to children who are absent from education will support the identification of such abuse and may help prevent the risk of children going missing in the future.

The school will liaise closely with the Local authority and parents to confirm a plan of who a child can be supported to return.

Where possible, the school will hold more than one emergency contact number for each pupil, so we have additional options to make contact with a responsible adult if a child who are absent from education is also identified as being a welfare and/or safeguarding concern.

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

Maple Haven follow the guidance on working together to improve school attendance for children who are absent for prolonged periods of time.

Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national Elective Home Education guidance and local Kent guidance. We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

Children who need a social worker (child in need and child protection plans)

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

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

Looked after children, previously looked after children and care Leavers

Maple Haven School recognises the common reason for children becoming looked after is because of abuse and/or neglect and a previously looked after child also potentially remains susceptible.

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

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

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

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

Children who are Lesbian, Gay, Bi, or Trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, however, Maple Haven School recognises that children who are LGBT

or are perceived by other children to be LGBT (whether they are or not) can be targeted by other children or others within the wider community.

Maple Haven School recognises risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT is included within our Relationships Education/ Relationship and Sex Education and Health Education curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

Online safety

All staff have completed online safety training.

It is recognised by Maple Haven School that the use of technology presents challenges and risks to children and adults both inside and outside of the setting.

Maple Haven School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.

Maple Haven School will empower, protect, and educate the whole community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

The DSL has overall responsibility for online safeguarding within the setting but will liaise as necessary with other members of staff or support.

Maple Haven School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, ALE the computer technical provider ensure that our emails are safe.

All setting owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Maple Haven School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with EYFS Development Matters, Maple Haven School has appropriate policies in place that are shared and understood by all members of the community.

Further information reading the specific approaches relating to this can be found in our Mobile Technology, Online Safety, Acceptable Use and social media Policy which can be found in the school office in the policy folder.

Maple Haven School will do all we reasonably can to limit exposure to online risks through our IT systems and will ensure that appropriate filtering and monitoring systems are in place. Our pupils are all supported when they access ICT, all PCs are password protected, internet safety is promoted throughout the curriculum, our values, and our assemblies. Pupils are supported to be safe always.

UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like.

If learners or staff discover unsuitable sites or material, they are required to inform a member of the SLT immediately, who will bring to the attention of Jamie Martin who will contact the IT company, the PC will be decommissioned until it is safe.

All users will be informed that the use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL (or deputy), Manager and technical staff as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

Maple Haven School acknowledges that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.

Children will be directed by staff to use appropriate search tools, apps and online resources as identified following an informed risk assessment.

Children's internet use will be directly supervised by staff.

Maple Haven School will ensure provide age-appropriate online safety education to children to as part of providing a broad and balanced curriculum. DSLs and managers may find it helpful to access UK Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' and DfE 'Teaching online safety in school' guidance.

Maple Haven School will build a partnership approach to support parents/carers to become aware and alert to the need to keep early years children safe online by:

- Keeping themselves updated with our website and policies www.maplehaven.school.

Maple Haven School will ensure that online safety training for staff is integrated, aligned, and considered as part of our overarching safeguarding approach.

The DSL will respond to online safety concerns in line with the child protection and other associated policies.

Internal sanctions and/or support will be implemented as appropriate.

Where necessary concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Artificial Intelligence and Emerging Technologies

The school recognises the safeguarding risks associated with artificial intelligence (AI), generative AI platforms, deepfakes, synthetic media and nudification technologies.

Pupils may be exposed to inappropriate, misleading or harmful AI-generated content or may become victims of image-based abuse through the creation or sharing of altered images.

Staff will report concerns involving AI-generated content to the DSL. Such concerns will be managed in line with school safeguarding procedures, online safety policies and relevant statutory guidance.

Online Safety and Filtering & Monitoring

The governing body will ensure that filtering and monitoring systems are reviewed at least annually.

The review will assess effectiveness across all internet-enabled devices, networks and locations used by pupils.

The school will maintain records of filtering and monitoring reviews and actions arising from those reviews.

Policies and Procedures

The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians and curriculum leads as necessary.

The DSL will respond to online safety concerns in line with our child protection and other associated policies, including our Anti-bullying policy, Media Tech policy and behaviour policies.

Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Maple Haven School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Maple Haven School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2026 and EYFS guidance. Maple Haven School has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found on the staff drive.

Educational Programmes and Staying Safe

Maple Haven School recognises that children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our setting will provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

We recognise that early year's settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Maple Haven School will provide age-appropriate educational programmes and opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Maple Haven School will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Security

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

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

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

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

Staff training

Maple Haven School will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. See section 7 for more information.

Educating pupils

Maple Haven School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. See section 9 for more information.

Working with parents/carers

Maple Haven School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of children being safe online by:

- Providing information on our school/college website and through existing communication channels (such as official social media, newsletters), offering specific online safety events for parents/carers or highlighting online safety at existing events.
- The school will ensure parents and carers understand what systems are used to filter and monitor their children's online use at school, what their children are being asked to do online, including the sites they will be asked to access and who from the school (if anyone) their child is going to be interacting with online. This is achieved by: Whole school newsletters, year groups newsletters, and Acceptable Use Policies.

- Where the school is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national, or locally, we will respond in line with the DfE 'Harmful online challenges and online hoaxes' guidance to ensure we adopt a proportional and helpful response. Think before you scare'.

Staff Engagement and Expectations

Staff awareness, induction, and training

- All staff, irrespective of role, will read and understand Part One of KCSIE 2026. The school's safeguarding induction process will evidence that Part One has been read and understood. School leaders, including the DSL will read KCSIE 2026 in its entirety.
- School leaders and all members of staff who work directly with children will read annex B.

All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This information is stored on the Single Central Record.

All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. This is achieved through induction training with the DSL. This training is regularly updated and is in line with advice from the safeguarding partners.

All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenges to test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues. This training will be updated at least annually.

Online safety training for staff will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. This is achieved through annual updates.

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 is achieved through email and staff meetings.

Maple Haven School recognise the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns daily and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies. This is achieved by encouraging shared input during training.

The DSL and school leader 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.

Safer working practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school Code of Conduct.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our child protection policy and are aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

Staff will be made aware of the school behaviour management and physical intervention policies. 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 our agreed policy and procedures, and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

Supervision and support

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS).

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- All staff are supported by DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

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

Safer Recruitment and Allegations Against Staff

Safer recruitment and safeguarding checks

Maple Haven School is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

Maple Haven School will follow relevant guidance in Keeping Children Safe in Education ('Safer Recruitment') and from The Disclosure and Barring Service (DBS).

The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.

The governing body will ensure that at least one of the people who conducts an interview has completed safer recruitment training.

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

Maple Haven School 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 school places a pupil with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child.

The school will undertake appropriate checks to ensure the provider meets the needs of the pupil, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

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 national (Part four of KCSIE 2026) and the local Kent allegations arrangements.

In-depth information can be found within our 'Managing Allegations against Staff' and/or code of conduct policy. This can be found on the staff drive.

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE 2026) and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

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

In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the school leaders (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

Concerns that meet the 'harm threshold.'

Maple Haven School recognise 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 will 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 school leader who will contact 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 school leader, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

Concerns that do not meet the 'harm threshold.'

Maple Haven School may also need to act in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained within our code of conduct/low-levels concerns policy - this includes what a low-level concern is, the

importance of sharing them and the confidential procedure to follow when sharing them.

Maple Haven School has an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in several ways and from several sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or because of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our low-level concerns policy, code of conduct to the school Leader.

- Where low-level concerns are reported to the school, the school leader will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.

- The school leader will share concerns and liaise with the LADO enquiries officer via the LADO Enquiry Line.
- Low-level concerns shared about supply staff and contractors will be shared with their employees so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

Safe Culture

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

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to

others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

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

All members of staff are made aware of the school Whistleblowing procedure. 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.

Maple Haven School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

- If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO).

Opportunities to Teach Safeguarding

Maple Haven School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education.

We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate for child and adult behaviour, what is 'safe,' to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

Maple Haven School recognise the crucial role we must play in preventative education. Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment.

Maple Haven School has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life which are underpinned by our behaviour policy and pastoral support system, as well as by a planned program of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our program is fully inclusive and developed to be age and stage of development appropriate.

Maple Haven School recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse and children with SEND.

Our school systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate.

Physical Safety

The use of premises by other organisations

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

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

Site security

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

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

Staff and visitors will be expected to adhere to any safety arrangements implemented in response to any Covid-19 restrictions.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. Children should report this to a member of staff and not challenge the unknown person directly.

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

Local Support

All members of staff in Maple Haven School are made aware of local support available.

- Contact details for Area Safeguarding Advisor (Education Safeguarding Service)
www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
- Contact details for Online Safety in the Education Safeguarding Service
03000 415797
esafetyofficer@theeducationpeople.org (non-urgent issues only)
- Contact details for the LADO
Telephone: 03000 410888
Email: kentchildrenslado@kent.gov.uk
- Integrated Children's Services
Front door: 03000 411111
Out of Hours Number: 03000 419191
- Kent Police
101 or 999 if there is an immediate risk of harm

- Kent Safeguarding Children Multi-Agency Partnership (KSCMP)
kscmp@kent.gov.uk
03000 421126
- Adult Safeguarding
Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or
email social.services@kent.gov.uk

Appendix 1: Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance.
- Displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation or attempts at suicide.
- Alluding to secrets which they cannot reveal.
- Tendency to cling or need constant reassurance.
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby.

- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Fear of undressing for PE.
- Sexually transmitted disease.
- Fire setting.

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

Signs that MAY INDICATE physical abuse.

- Bruises and abrasions around the face.
- Damage or injury around the mouth.
- Bi-lateral injuries such as two bruised eyes.
- Bruising to soft area of the face such as the cheeks.
- Fingertip bruising to the front or back of torso.
- Bite marks.
- Burns or scalds (unusual patterns and spread of injuries).
- Deep contact burns such as cigarette burns.
- Injuries suggesting beatings (strap marks, welts).
- Covering arms and legs even when hot.
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve

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

Signs that MAY INDICATE emotional abuse.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing

and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Inadequate clothing.
- Frequent lateness or non-attendance at School.
- 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: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff, and parents/carers. Additional links can be found in KCSIE 2026 in Annex A & C.

Support for staff.

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

Support for Learners.

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

Support for adults.

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

Support for Learning Disabilities

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

Domestic Abuse

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

Honour Based Abuse

- Child Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:

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

- Upskirting - know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

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

Mental Health

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

Online Safety

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

Radicalisation and hate

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