Child Protection Policy

Lansdowne Primary School

Reviewed September 2026

The Stour Academy Trust

The Board of Trustees reviews and approves this policy a minimum of once a year. It may, however, review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

Date agreed and ratified by The Board of Trustees: September 2026

Key Contact Personnel in School

If you are concerned about a child contact

Designated Safeguarding lead (DSL)
Trust Safeguarding Team (TST)

Rachel Sullivan Headteacher (DSL)

Rebecca Devitt (Deputy Designated Safeguarding Lead)
Eilish Body (Deputy Designated Safeguarding Lead)
Clare Mc Dougall (Deputy Designated Safeguarding Lead)
Kim Cook (Deputy Designated Safeguarding Lead)

All staff should have access to this policy and sign to the effect that they have read and understood its content.

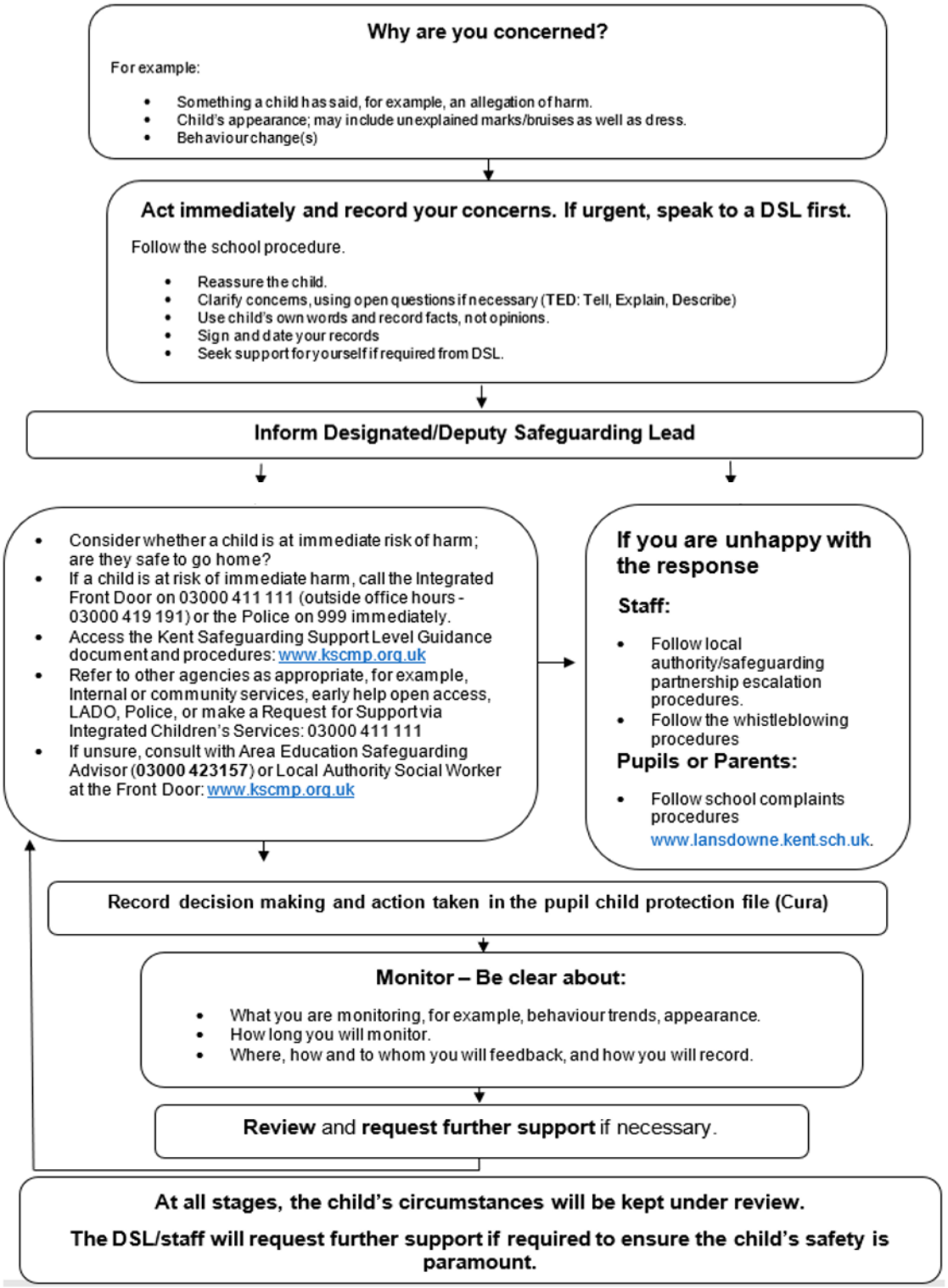
Please read this policy alongside What to do if you're worried a child is being abused: Advice for practitioners
https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

If a child may be at risk of imminent harm, submit an urgent request for support via the Kent Integrated Children's Services portal or for immediate danger, call Kent Police on 999

If your concerns are considered level 3 or 4 in line with the Kent Support Levels Guidance, submit a request for support to the Front Door Service via the Kent Integrated Children's Services portal
If you believe a child may be in need of support but are unclear whether a Request for Support should be submitted, you can request a consultation with a social worker from the Front Door Service, call 03000 411 111
Note: A consultation should not be made if a child is suffering or likely to suffer a significant harm, instead an urgent Request for Support must be submitted without delay via the Kent Children's Portal.
If you need to make contact out of working hours, please call the Out of Hours Services via 03000 41 91 91

Other contacts including Early Help (district teams), LADO Education Safeguarding Advisory Service (LESAS), and Prevent services can be found on www.kelsi.org.uk

What to do if you have a welfare concern at Lansdowne Primary School



Contents

1. Aims

2. Legislation and statutory guidance

3. Definitions

4. Equality and inclusion

5. Roles and responsibilities

6. Confidentiality and information sharing

7. Recognising concerns and taking action

8. Child-on-child abuse

9. Online safety, mobile technology and artificial intelligence

10. Notifying parents and carers

11. Children who may be at increased risk

12. Complaints, whistleblowing and concerns about safeguarding practice

13. Record keeping

14. Training and supervision

15. Monitoring, quality assurance and review

16. Links with other policies

Appendix 1: Types of abuse and safeguarding issues

Appendix 2: Allegations against adults and low-level concerns summary

Appendix 3: Kent referral and escalation arrangements

Appendix 4: School-specific safeguarding arrangements template

1. Aims

The Stour Academy Trust is committed to safeguarding and promoting the welfare of every child. This policy establishes the Trust-wide framework through which concerns are recognised, reported, assessed, recorded and escalated. Our aim is that:

- appropriate action is taken promptly to safeguard and promote children's welfare;
- all adults understand their statutory and professional responsibilities;
- children are listened to and can report concerns in ways that are accessible to them;
- safeguarding practice is consistent across all Trust academies while remaining responsive to each school's context;
- the Board of Trustees receives sufficient assurance to hold leaders to account without receiving unnecessary identifying information about individual children.

This policy applies to all staff, supply staff, volunteers, trustees, local governors, contractors, agency staff and adults working for or on behalf of the Trust. It applies to school-based, extended, remote, off-site and educational visit activities.

2. Legislation and statutory guidance

This policy has regard to current legislation and statutory guidance, including:

- Keeping Children Safe in Education 2026, effective from 1 September 2026
- Working Together to Safeguard Children and locally agreed multi-agency safeguarding arrangements
- the Education (Independent School Standards) Regulations 2014
- the Children Acts 1989 and 2004
- the Counter-Terrorism and Security Act 2015 and statutory Prevent duty guidance
- the Data Protection Act 2018, UK GDPR and relevant information-sharing guidance
- the Equality Act 2010 and Public Sector Equality Duty
- the statutory framework for the Early Years Foundation Stage, where applicable
- Operation Encompass statutory guidance.

3. Definitions

Safeguarding and promoting the welfare of children means providing help and support as soon as problems emerge; protecting children from maltreatment inside or outside the home, including online; preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action to enable the best outcomes.

Child protection is part of safeguarding and relates to action taken to protect a child who is suspected to be suffering, or likely to suffer, significant harm.

A child is any person under the age of 18.

Abuse is maltreatment of a child through action or a failure to act. Abuse may occur in families, institutions or communities, online or offline, and may be perpetrated by adults or children.

Within Stour Academy Trust schools, the Headteacher fulfils the role of Designated Safeguarding Lead and holds lead operational responsibility for safeguarding and child protection. References to the DSL include an appropriately trained deputy acting on behalf of the Headteacher when required.

4. Equality and inclusion

The Trust is committed to anti-discriminatory practice and to ensuring that all children receive appropriate protection. Staff will recognise that additional barriers may affect a child's ability to recognise, understand or report harm. These include:

- children with special educational needs, disabilities or health conditions;
- children who communicate differently or use alternative and augmentative communication;
- children with English as an additional language;
- young carers;
- looked-after and previously looked-after children;
- children with a social worker;
- children experiencing discrimination, prejudice or bullying;
- children absent from education repeatedly or for prolonged periods;
- children affected by domestic abuse, family mental ill-health, substance misuse, offending, homelessness or insecure accommodation;
- children at risk of exploitation, radicalisation, forced marriage, female genital mutilation or other forms of harm;
- children whose parents or carers are considering elective home education where safeguarding concerns may be present

Reasonable adjustments and developmentally appropriate communication will be used so that children, including children with highly complex needs, can understand how to seek help and can have their views heard.

5. Roles and responsibilities

5.1 Everyone

Safeguarding is everyone's responsibility. All adults must maintain an attitude that safeguarding concerns can arise in any setting, act in the child's best interests and report concerns without delay.

5.2 All staff

- read and understand Part One of KCSIE 2026 and confirm this at least annually;
- know the school's DSL and deputy DSLs and how to contact them;
- understand local reporting, recording, early help and referral arrangements;

- recognise indicators of abuse, neglect, exploitation and wider safeguarding issues;
- report concerns immediately and never assume that another person will act;
- record concerns factually, accurately and promptly on the Trust-approved safeguarding system;
- never promise confidentiality to a child;
- understand that anyone may make a referral where a child is at risk;
- know how to raise concerns about adults, including low-level concerns and allegations;
- understand responsibilities for online safety, filtering and monitoring relevant to their role;

5.3 The Headteacher and Designated Safeguarding Lead

In every Trust school, the Headteacher is the Designated Safeguarding Lead (DSL) and takes lead operational responsibility for safeguarding and child protection. The Headteacher/DSL:

- implements this policy within the school;
- is available during school hours to discuss safeguarding concerns and ensures effective deputy and cover arrangements are in place;
- advises staff and supports effective safeguarding decision-making;
- makes, or supports others to make, referrals to children's social care, the police, Prevent or other relevant agencies;
- keeps the Trust Safeguarding Team informed in accordance with Trust reporting and escalation requirements;
- ensures safeguarding records are accurate, secure, complete, reviewed regularly and transferred appropriately;
- works closely with the SENDCo, designated teacher for looked-after and previously looked-after children, attendance lead, mental health lead and other relevant staff;
- ensures staff, volunteers, supply staff and temporary workers receive an effective safeguarding induction, and ensures safeguarding requirements are included in arrangements with contractors, service providers and organisations using school premises;
- ensures local safeguarding arrangements, reporting routes and key contacts are understood by staff and published appropriately;
- acts as case manager for allegations against adults unless the allegation concerns the Headteacher or another conflict of interest applies;
- makes final decisions on low-level concerns in accordance with the separate Trust Low-Level Concerns Policy, unless the concern relates to the Headteacher;
- understands online safety and the school's filtering and monitoring systems and processes, and ensures relevant responsibilities are implemented;
- ensures children's wishes and feelings are heard, considered and reflected in safeguarding decisions where appropriate;

- maintains professional knowledge through required training and regular safeguarding updates.

5.4 The Trust Safeguarding Team

The Trust Safeguarding Team provides strategic oversight, professional support, quality assurance and escalation across the Trust. This does not transfer or remove the statutory and operational responsibilities of the headteacher or Board of Trustees. The Trust Safeguarding Team:

- provides advice and professional challenge to headteachers and DSLs;
- supports complex cases, escalation and multi-agency working where required;
- quality assures safeguarding systems, records, training and compliance;
- identifies Trust-wide themes, patterns and emerging risks;
- supports allegations management and liaison with the LADO in line with Trust procedures;
- coordinates Trust-wide safeguarding training and updates;
- reports assurance and significant themes to the CEO and Board of Trustees;

5.5 The Chief Executive Officer

- ensures Trust-wide systems and resources support effective safeguarding;
- holds headteachers and Trust leaders to account for implementation;
- ensures the Board receives appropriate assurance;
- acts as, or appoints, the case manager where an allegation concerns a headteacher, subject to LADO advice and the Trust allegations procedure.

5.6 Board of Trustees

- retains overall accountability for safeguarding across the Trust;
- approves and reviews this policy at least annually;
- ensures a whole-Trust approach to safeguarding and child protection;
- appoints a safeguarding trustee to provide strategic assurance and challenge;
- ensures all trustees receive appropriate safeguarding training and read KCSIE as required
- ensures appropriate filtering and monitoring systems are in place and their effectiveness is reviewed at least annually;
- ensures arrangements exist for allegations, low-level concerns, safer recruitment and safeguarding services operated by third parties;
- holds the CEO to account for effective implementation.

The Board of Trustees will receive regular safeguarding assurance reports and seek assurance regarding safeguarding culture, safeguarding training, safeguarding practice, workforce conduct, child protection systems and the effectiveness of Trust safeguarding arrangements.

The Board will ensure that identified safeguarding deficiencies are remedied promptly and effectively.

6. Confidentiality and information sharing

Timely information sharing is essential to effective safeguarding. The Trust recognises that data protection legislation does not prevent or limit the sharing of information where it is necessary to safeguard and promote the welfare of children.

Information will be shared on a need-to-know basis and only to the extent necessary to protect a child or support effective decision-making. Staff must never promise a child that information will remain secret, and the Designated Safeguarding Lead will balance a child's wishes and feelings with the responsibility to protect the child and others from harm.

Parents and carers will normally be informed of concerns and actions taken unless doing so would place a child or another person at increased risk, prejudice a safeguarding or criminal investigation, or conflict with advice from children's social care, the police or another relevant agency.

All decisions to share, or not to share, information, together with the rationale for those decisions, will be clearly recorded. Where there is a lawful safeguarding need, information may also be shared between Trust schools and central Trust teams to support the safety, welfare and best interests of children.

7. Recognising concerns and taking action

7.1 Immediate risk or significant harm

Where a child is suffering or likely to suffer significant harm, or is in immediate danger, a referral must be made immediately to children's social care and/or the police. Any staff member may make a referral. The DSL must be informed as soon as possible, but the absence of a DSL must never delay action.

7.2 Responding to a disclosure

When a disclosure is made, an adult must:

- listen carefully and allow the child time to speak;
- remain calm and take the child seriously;
- use open prompts only where clarification is necessary;
- do not investigate, ask leading questions or require the child to repeat the account unnecessarily;
- explain that information must be shared with people who can help;
- record the child's words as accurately as possible, together with date, time, context and action taken;
- report and record the concern immediately.

7.3 Concerns that do not indicate immediate danger

Staff must record the concern, using the school recording system (Cura or CPOMs), without delay. The DSL will consider the need for Early Help, Family Help, a request for support, a statutory referral, specialist services, monitoring or other action. Cases will be reviewed, with clear timescales and escalation where circumstances do not improve.

7.4 Early Help and multi-agency working

The school will identify emerging needs early and work with children, families and partner agencies. The DSL, Deputy DSL or PSA will normally lead or coordinate the school's contribution, unless another practitioner is identified. Support will not be allowed to obscure or delay recognition of escalating safeguarding risk.

7.5 FGM and Prevent duties

Teachers must personally report to the police where the statutory mandatory reporting duty for female genital mutilation applies. Wider concerns must be reported to the DSL and managed through local safeguarding procedures. Concerns about radicalisation or terrorism must be reported to the DSL, who will consider the appropriate local Prevent, Channel, police or children's social care route.

7.6 Mental health and safeguarding

Mental health difficulties may be an indicator or consequence of abuse, neglect or exploitation. Staff must report concerns to the DSL where there is a safeguarding dimension. Immediate danger requires emergency action. Diagnosis and treatment remain the responsibility of appropriately qualified professionals.

8. Child-on-child abuse

The Trust recognises that children can harm other children inside or outside school and online. Such behaviour will never be dismissed as banter, an inevitable part of growing up or merely a behaviour matter where safeguarding concerns are present. Therefore:

- all reports will be taken seriously and recorded;
- the immediate safety and wellbeing of all children will be considered;
- staff will report concerns to the DSL and will not investigate independently;
- the DSL will consider referrals to children's social care and/or the police;
- a proportionate risk assessment and support plan will be considered for the child who may have been harmed, the child whose behaviour is of concern and any other affected child;
- disciplinary responses may be used alongside safeguarding support, with attention to any external investigation;
- children will be supported to report concerns through accessible, well-promoted systems;
- patterns, locations, peer groups, online contexts and wider cultural issues will be reviewed.

Detailed prevention, assessment, response, risk management and support arrangements are set out in the Trust Allegations Against Pupils Policy.

9. Online safety, mobile technology and artificial intelligence

Online safety is an integral part of safeguarding. The Trust will take a whole-school approach to the protection and education of pupils, staff and families and to the identification, intervention and escalation of concerns. At the Stour Academy Trust:

- the curriculum provision teaches safe, responsible and developmentally appropriate use of technology;
- staff receive training about online safeguarding and filtering and monitoring responsibilities;
- parents and carers receive information about online risks and reporting routes;
- the Trust and schools maintain appropriate filtering and monitoring systems and review effectiveness at least annually;
- the headteacher for each school is the designated filtering and monitoring lead and maintain procedures for reviewing, responding to and escalating filtering and monitoring alerts;
- online concerns are reported through the same safeguarding routes as offline concerns;
- personal devices, photography, video, social networking and communication are managed through Trust policies and staff expectations;
- new technology and artificial intelligence tools are assessed for safeguarding, privacy, security and educational risk before use;
- any use of technology or AI to create harmful, abusive, deceptive or bullying content is treated as a safeguarding concern;

Detailed arrangements are contained in the Trust Online Safety and Social Networking Policy, Filtering and Monitoring Policy, Acceptable Use arrangements, Mobile Phone requirements, and Photography and Video Policy.

10. Notifying parents and carers

The DSL will normally discuss concerns with parents or carers and seek consent for action or referral where appropriate. This will not happen where doing so may place a child or another person at increased risk, prejudice a criminal or safeguarding investigation, lead to delay, or conflict with advice from children's social care or the police. The reason for the decision will be recorded.

11. Children who may be at increased risk

11.1 SEND, disability and health needs

Staff will avoid attributing signs of harm automatically to a child's additional needs. The DSL and SENCO will work together, and communication support, reasonable adjustments and additional pastoral support will be provided where needed.

11.2 Children with medical conditions

A medical incident does not automatically require a safeguarding referral. A referral will be considered where information indicates abuse, neglect, exploitation or increased risk connected with the condition or its management.

11.3 Young carers

The Trust will identify and support young carers, recognising possible effects on attendance, attainment, behaviour and wellbeing.

11.4 Children with a social worker

The DSL will ensure relevant staff understand how adversity and trauma may affect safety, attendance, learning, behaviour and mental health. Information about social work involvement will inform decisions made in the child's best interests.

11.5 Looked-after and previously looked-after children

Each academy will have a designated teacher. The DSL will hold relevant details of social workers, care arrangements and virtual school contacts and will work closely with the designated teacher.

11.6 Children absent from education

Repeated or prolonged absence may be a safeguarding warning sign. Attendance and safeguarding information will be considered together, prompt enquiries will be made, and local attendance, children missing education and referral procedures will be followed. Children missing education are recognised as a potential indicator of abuse, neglect, child criminal exploitation, child sexual exploitation, radicalisation, forced marriage and other safeguarding concerns. The Trust will follow statutory and local authority procedures where children are missing education.

11.7 Elective home education

Where a parent or carer expresses an intention to remove a child for home education, the academy will follow statutory and local guidance, share relevant information lawfully and consider any existing or emerging safeguarding concerns.

11.8 Early Years

The Stour Academy Trust Early Years provision will meet the safeguarding and welfare requirements of the statutory EYFS framework. All school-specific arrangements, including supervision, mobile phones and cameras, attendance, collection, paediatric first aid and staffing, will be included in the appropriate policies and linked Early Years procedures.

11.9 Children questioning their gender

The Trust recognises that some children may question their gender and may seek support from school staff. Such situations will be managed sensitively, respectfully and in the best interests of the child. In accordance with KCSIE 2026, any request relating to social transition or changes to the way a child is treated within school will be considered on a case-by-case basis through safeguarding processes and with the involvement of the Designated Safeguarding Lead. Parents and carers will normally be involved in decision-making unless doing so may place the child at risk of harm. The Trust will take into account safeguarding considerations, the child's welfare, the views of parents and carers, relevant professional advice and its legal obligations before any decisions are made. The fact that a child is questioning their gender is not, in itself, a safeguarding concern; however, schools will consider any associated vulnerabilities, wellbeing needs, bullying, harassment, mental health concerns or other safeguarding risks which may be present. Decisions and actions will be recorded appropriately.

12. Complaints, whistleblowing and concerns about safeguarding practice

Concerns about the effectiveness of safeguarding arrangements, unsafe practice or failures to act must be raised without delay. The Trust will respond promptly and protect staff who raise genuine concerns in good faith.

Safeguarding complaints are managed under the Trust Complaints Policy unless another statutory or employment process applies. Concerns about adults are managed under the allegations or low-level concerns procedures and staff may use the Trust Whistleblowing Policy where internal practice or leadership response is the concern. Staff may contact the LADO, children's social care, police or NSPCC whistleblowing helpline where appropriate.

A member of staff who remains concerned after reporting must escalate the concern and must not assume it has been resolved.

13. Record keeping

All concerns, discussions, decisions, actions and outcomes are recorded promptly in writing; all records include a clear summary, action taken, rationale for decisions and outcome.

Safeguarding records are separate from the main pupil record, secure and accessible only to authorised people. The Trust-approved electronic safeguarding recording system (Cura / CPOMs) will be used; school-specific contingency arrangements are set out locally.

Where a referral is or is not made, the reason is recorded. Records are retained in accordance with the Trust retention schedule and data protection requirements. When a child transfers, the safeguarding file is transferred securely, separately and promptly, with confirmation of receipt, which is held electronically on file. For an in-year transfer, the file should be ideally transferred within five days; for a transfer at the start of a new term, within the first five days of confirmation of the pupil starting at the new provision.

Where concerns are significant or complex, the DSL will speak directly with the receiving DSL before or at transfer.

14. Training and supervision

- All staff receive safeguarding and child protection training at induction and at least annually thereafter.
- All staff read Part One of KCSIE and this policy at least annually.
- Training includes online safety, filtering and monitoring, Prevent, child-on-child abuse, professional conduct and reporting concerns about adults.
- DSLs and deputies complete appropriate role training at least every two years and update knowledge at least annually.
- Trustees and receive safeguarding training appropriate to their responsibilities.
- At least one member of every recruitment panel and every headteacher has completed safer recruitment training.
- Volunteers and contractors receive information and training proportionate to their role.
- Staff who require supervision under the EYFS framework or because of their role receive it through established arrangements.

15. Monitoring, quality assurance and review

The Trust Safeguarding Team will coordinate monitoring and quality assurance through safeguarding audits, case and record sampling, training assurance, reviews of filtering and monitoring, analysis of themes and reporting to the CEO and Board of Trustees.

This policy will be reviewed at least annually and sooner where legislation, statutory guidance, local arrangements, Trust structures, learning from cases or identified risks require change. Each school must review and update its local appendix whenever personnel or arrangements change.

16. Links with other policies

- Online Safety and Social Networking
- Filtering and Monitoring
- Artificial Intelligence Policy and Guidance
- Acceptable Use arrangements
- Safer Recruitment
- Managing Allegations Against Staff
- Low-Level Concerns
- Allegations Against Pupils
- Staff Code of Conduct
- Whistleblowing
- Complaints
- Behaviour and Anti-Bullying
- Attendance
- Equality
- Relationships, Health and Sex Education
- Personal and Intimate Care
- Supporting Pupils with Medical Conditions
- First Aid guidance
- Health and Safety
- Educational Visits
- Photography and Video
- Mobile Phones
- Lettings and Use of Premises
- Data Protection and Records Retention
- Early Years

Policy hierarchy
Where this policy provides a safeguarding principle and a linked policy provides detailed procedures, both documents must be read together. If there is any conflict, statutory safeguarding duties and the requirement to protect children take precedence, and advice must be sought from the DSL or Trust Safeguarding Team.

Appendix 1: Types of abuse and safeguarding issues

Staff must be able to recognise indicators of physical abuse, emotional abuse, neglect and other safeguarding concerns. Detailed descriptions and indicators are contained in KCSIE Part One, Trust training and relevant procedures. Staff are not expected to diagnose or investigate; concerns must be reported to the DSL.

- physical harm or unexplained injury
- persistent emotional maltreatment, intimidation, humiliation or exposure to harmful conflict
- neglect of a child's basic physical, emotional, medical, supervisory or educational needs
- domestic abuse
- child criminal exploitation, county lines, trafficking and modern slavery
- online grooming, harmful content, cybercrime, scams and coercion
- child-on-child abuse, harmful behaviour, harassment and bullying
- children absent from education or missing from home or care
- female genital mutilation, forced marriage and so-called honour-based abuse
- radicalisation and extremism
- serious violence, weapons and gang association
- fabricated or induced illness
- homelessness, private fostering and children affected by parental offending
- mental health concerns where abuse, neglect, exploitation or immediate danger may be present

Appendix 2: Allegations against adults and low-level concerns summary

A. Allegations that may meet the harm threshold

An allegation may meet the harm threshold where an adult working in or on behalf of the Trust may have harmed a child, may have committed an offence relating to a child, may pose a risk of harm, or may have behaved in a way indicating possible unsuitability to work with children.

Concern relates to	Report immediately to
Member of staff, volunteer, agency worker or contractor	Headteacher
Headteacher	Chief Executive Officer
Chief Executive Officer	Chair of Trustees
Chair of Trustees	Vice-Chair or designated independent trustee, with LADO advice
Any case involving a conflict of interest or immediate danger	LADO, children's social care and/or police as appropriate

The identified person will consult the LADO before undertaking an internal investigation, except for basic enquiries needed to establish the nature of the concern or urgent action required to protect a child. Suspension is not automatic and alternatives will be considered through a recorded risk assessment.

B. Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the staff code of conduct but the behaviour does not meet the harm threshold. All such concerns, including self-referrals, must be shared and recorded. The headteacher is the final decision-maker for school staff, unless the concern relates to the headteacher or another conflict applies.

Detailed definitions, recording, review, pattern analysis, information sharing and reference arrangements are contained in the Stour Academy Trust Low-Level Concerns Policy.

Full allegations procedures are contained in the Stour Academy Trust Managing Allegations Against Staff Policy.

Appendix 3: Kent referral and escalation arrangements

All Trust academies will follow current Kent Safeguarding Children Multi-Agency Partnership arrangements and the Kent Children's Services referral route. If a DSL or staff member suspects:

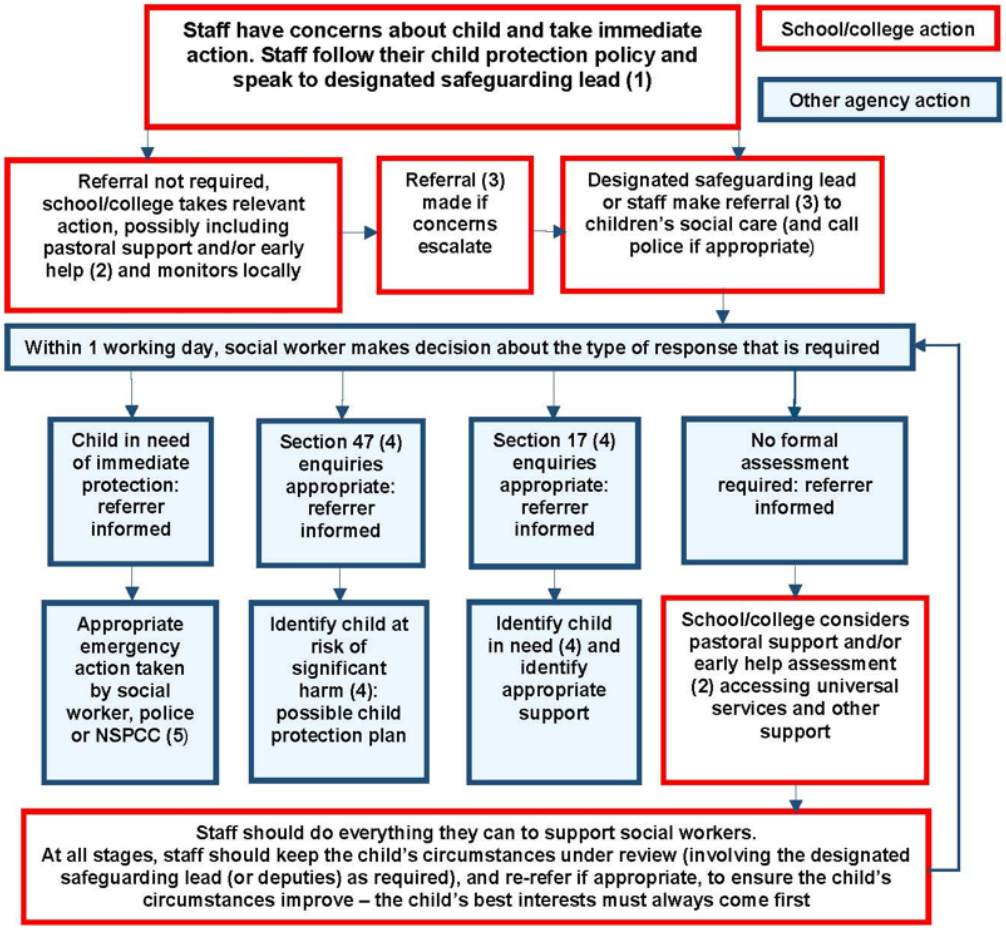
- a child is in immediate danger: call 999;
- there is an urgent child protection concern: contact the Kent Integrated Front Door on 03000 411111;
- support is needed out of hours: contact 03000 419191;

For non-urgent requests for support use the current Kent Children's Portal.

For allegations about adults use the current LADO / LESAS for advice route before internal investigation is considered.

The DSL / staff member must record all contacts, advice, decisions, actions and outcomes.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 4: School-specific safeguarding arrangements template

Local arrangement	School information
School name	Lansdowne Primary School
Headteacher	Rachel Sullivan
DSL	Rachel Sullivan
Deputy DSL(s)	Rebecca Devitt Eilish Body Clare Mc Dougall Kim Cook
DSL contact route	Rachel Sullivan
Out-of-hours / holiday cover	Rachel Sullivan
Designated teacher for looked-after children	Clare Mc Dougall
SENCO	Clare Mc Dougall
Mental health lead	Rachel Sullivan
Filtering and monitoring lead	Rachel Sullivan
Trust Safeguarding Team contact	Rachael Howell Claire Jobe Stella Scharinger Vicki Acors Helen Evemy
Approved safeguarding recording system	Cura
Paper / system outage contingency	Pink forms / locked safeguarding cupboard

Appendix 5: Support Organisations

Worried about a child

- www.kscmp.org.uk/guidance/worried-about-a-child

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for students

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

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
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk
- KCC Adult Safeguarding: www.kent.gov.uk/social-care-and-health/adult-social-care/adult-safeguarding
- Kent and Medway Safeguarding Adults Board: https://kmsab.org.uk/

Support for Learning Disabilities

- Respond: www.respond.org.uk

- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk
- Contextual Safeguarding Network https://contextualsafeguarding.org.uk/

Kent Resilience Hub

- https://kentresiliencehub.org.uk/

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): www.nicco.org.uk
- Prisoners Families Helpline: https://www.prisonersfamilies.org/

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
- Multi-agency practice principles for responding to child exploitation and extra-familial harm: https://tce.researchinpractice.org.uk/

Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_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
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

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

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

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/
- KSCMP: www.kscmp.org.uk/guidance/children-and-young-peoples-mental-health
- KSCMP: Navigate Wellbeing: Mental Health Signposting or Education Settings
- Children and Young People's Theraputic Support Service (TSS): https://salusgroup.org.uk/support-service/kent-theraputic-support-service/

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
- Kent Prevent: www.kelsi.org.uk/child-protection-and-safeguarding/The-prevent-duty-in-education
- Gov.UK: https://kidsonlinesafety.campaign.gov.uk/