ROCHESTER INDEPENDENT COLLEGE

The (NMS8) Safeguarding and Child Protection Policy 26/27 outlines Rochester Independent College's (RIC) statutory responsibilities and procedures for protecting students. The policy applies to all staff, volunteers, and governors, and is structured around several core areas:

- **Governance and Leadership:** Defines the responsibilities of the governing body, leadership team, and the Designated Safeguarding Lead (DSL), Kayleigh Simpson.
- **Child Protection Procedures:** Details the process for recognising and responding to abuse, neglect, and exploitation, emphasizing an "it could happen here" culture and the need for professional curiosity.
- **Specific Safeguarding Issues:** Provides guidance on various issues including child-on-child abuse, domestic abuse, radicalisation, homelessness, and exploitation (including CSE, CCE, and modern slavery).
- **Online Safety:** Outlines strategies for managing content, contact, conduct, and commerce risks online, including the use of generative AI, filtering, and monitoring systems like Securly.
- **Supporting Vulnerable Groups:** Establishes protocols for safeguarding students with Special Educational Needs or Disabilities (SEND), medical conditions, mental health needs, and those in boarding.
- **Staff Engagement:** Covers expectations for training, safer working practices, and handling allegations against staff.

SAFEGUARDING AND CHILD PROTECTION POLICY

2026/27

Designated Safeguarding Lead: Kayleigh Simpson, Vice Principal (Pastoral, Welfare and Boarding), 01634 828115

Assistant Designated Safeguarding Leads: Christopher Barradell, Director Studies; Jenny Weir, Attendance Manager: Fay McCormick, Pastoral and Safeguarding Assistant: Mark Melling, Head of Boarding

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The College Principal is Alistair Brownlow.

This policy is available on the college's website: www.rochester-college.org.uk It is also available in hard copy on request from the office or by email admissions@rochester-college.org.uk

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Safeguarding Statement

Rochester Independent College is committed to ensuring the welfare and safety of all students. We believe that students have the right to learn in an environment that is safe, caring, inclusive and supportive. This includes being protected from all types of abuse, in both the physical and virtual environments. Online Safety is an important aspect of safeguarding our students. All adults in the college receive appropriate training to recognise when students need additional support and are confident in applying our safeguarding procedures. These support mechanisms and procedures are holistic and cater for boarding students also.

The students are given the opportunity to learn about how to be safe through their curriculum and daily interactions with the adults and peers. Their voice is heard through formal and informal methods and their welfare will always be the most important influence in shaping our college.

1. Child Focused Approach to Safeguarding

1.1 Introduction

- RIC is an independent college providing high quality education for mixed genders from the age of 11. The contents of this policy also relates to students boarding at RIC. Boarding students reside from 13 years of age.
- The safeguarding support offered throughout boarding and education are entwined providing a holistic approach; this is always the most effective when providing any level of support to our students.
- RIC recognises our statutory responsibility to safeguard and promote the welfare of all students. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents/carers, wider family networks, guardians and students) are an important part of the wider safeguarding system for students and have an essential role to play in making this community safe and secure.
- RIC believes that the best interests of students always come first. All children, defined in law and in this policy as anyone under the age of 18, have a right to be heard, protected and supported. This policy applies to all children, including those living with birth parents or extended family, children in kinship care, adopted children, looked after children, previously looked after children and care leavers. Where safeguarding concerns relate to pregnancy, staff will also consider the help, support and protection needs of unborn children.
- All children have equal rights to protection, regardless of age, sex, ability, culture, race, language, religion, belief, sexual orientation or identity. RIC is committed to creating and maintaining an inclusive, anti-discriminatory safeguarding culture. Staff are expected to recognise and challenge racism, discrimination and prejudice, and to consider how these experiences may affect children's safety, welfare and access to support.
- Staff working with students at RIC will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff will always act in the best interests of the student and will act immediately. If any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy applies to child protection concerns relating to children who attend RIC. It may also apply to other children connected to the college, such as siblings, children on student or work placements, or members of staff who are under the age of 18.
- RIC recognises the importance of providing an ethos and nurturing environment within college that will help students to be safe and to feel safe. In our college students are respected and are encouraged to talk openly. We will ensure students' wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- RIC recognises that children's behaviour, presentation and experiences should be understood in context. Staff will take a trauma-informed and child-centred approach, considering the possible root causes of behaviour and the impact of abuse, neglect, exploitation, discrimination, adversity and wider contextual or extra-familial harm.

- Our core safeguarding principles are:
    - Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for students, alongside 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: adopting a child-centered approach and providing appropriate support for all students, parents/carers and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
    - Collaborating with parents/carers and other agencies: to ensure timely, proportionate and effective safeguarding action is taken
- The procedures contained in this policy apply to all staff, including governors, agency staff and volunteers, and are consistent with those outlined within KCSIE 2026.

1.2 Policy context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2026 (KCSIE) which requires individual schools and colleges to have an effective Child Protection policy.
- This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and related guidance. This includes but is not limited to:
    - Keeping Children Safe in Education 2026 (KCSIE)
    - Working Together to Safeguard Children 2026 (WTSC)
    - Framework for the Assessment of children in Need and their Families (2000)
    - Kent and Medway Safeguarding Children Procedures
    - The Education Act 2002
    - The Education (Independent School Standards) Regulations 2014
    - The Human Rights Act 1998
    - The Equality Act 2010 (including the Public Sector Equality Duty)
    - The National Minimum Standards for Boarding Schools
    - Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 – referred to collectively as 'data protection laws'
- Section 175 of the Education Act 2002 requires governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all students who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- RIC will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the child is paramount.

1.3 Definition of safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - Providing help and support to meet the needs of children as soon as problems emerge
    - protecting children from maltreatment, whether that is within or outside the home, including online
    - preventing the impairment of children's mental and physical health or development
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
    - promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the child(ren)
    - taking action to enable all children to have the best outcomes.
- Child protection is part of safeguarding and promoting the welfare of children. It refers to the activity undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online
- RIC understands that significant harm is the threshold used to determine when statutory child protection intervention may be required. Under the Children Act 1989, "Harm" is the "ill treatment or the impairment of the health or development of the child". Harm can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child". There are no absolute criteria for determining significant harm. Significant harm may arise from a single serious incident or from a pattern of acute, longstanding, chronic or cumulative concerns which impair a child's health or development
- RIC recognises that safeguarding concerns are rarely isolated. Children may experience multiple and overlapping harms, including abuse, neglect, exploitation, online harms and extra-familial harm. Our safeguarding response will consider the full context of a child's lived experience, including their relationships, family circumstances, peer groups, community, online activity and wider environment.
- Safeguarding includes a wide range of issues including, but not limited to:
    - abuse and neglect
    - bullying, including cyberbullying, prejudice-based and discriminatory bullying
    - child-on-child abuse
    - children absent from education, missing from education, home or care
    - children with family members in prison or affected by parental offending
    - contextual safeguarding and extra-familial harm
    - domestic abuse
    - drugs and alcohol misuse

- exploitation, including child sexual exploitation and child criminal exploitation, group-based exploitation, county lines, gangs, serious violence, trafficking and modern slavery
- fabricated or induced illness
- gender-based abuse and violence against women and girls
- hate, discrimination and harmful prejudice
- homelessness
- honour or faith-based abuse, including Female Genital Mutilation and forced marriage
- mental health concerns
- online abuse and technology-assisted harm, including making or sharing nudes or semi-nudes
- preventing radicalisation and extremism
- private fostering
- sexual violence, sexual harassment, harmful sexual behaviour and relationship abuse

- Further information about specific safeguarding issues can be found in Part one and Annex A of Keeping Children Safe in Education.

1.4 Related safeguarding policies

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

- Online Safety Policy, including Acceptable Use of Technology
- Anti-Bullying Policy (Students)
- Attendance
- Behaviour
- Complaints
- Data Protection and Information sharing
- Critical incidents
- Health and Safety
- Medical Policies
- Mobile phones and smart devices
- Relationship, Sex and Health Education (RSHE)
- Risk assessments, such as school trips, medical and care plans.
- Safer recruitment
- Searching and confiscation
- Staff code of conduct
- Whistleblowing

Supporting Guidance to be read and followed alongside this document

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

1.5 Policy compliance, monitoring and review

- RIC will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures. All changes will be agreed with the Governing Body who have oversight of Safeguarding and Child Protection procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and KCSIE 2026. Staff will be expected to read and understand the relevant information as part of induction and ongoing safeguarding training.
- The governing body working with the senior leadership team and DSL, will ensure mechanisms are in place to support all staff to understand and discharge their safeguarding roles and responsibilities as set out in Part one of KCSIE.
- Parents/carers can obtain a copy of the college's Safeguarding and Child Protection Policy and other related policies on request. Additionally, they can be viewed via the college website: www.rochester-college.org
- The Designated Safeguarding Lead and Principal will ensure regular reporting on safeguarding and child protection activity and systems to the governing body. The governing body will be provided with a brief summary of an incident/situation but will not receive the personal details or identifying features of families as part of their oversight responsibility. Reporting will include a weekly, termly and annual report. These anonymised reports will be sent to Paul Ludlow for professional review. Safeguarding is also a standing priority agenda item in each governing body meeting and each RIC SLT meeting.

2 Key Responsibilities

2.1 Governance and leadership

- 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 has regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The governing body will facilitate a whole college 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 student at their heart.
- The governing body will have regard to 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 Local Authority.

o This includes but is not limited to safeguarding all members of the school community, including staff, students,, parents/carers and other family members, who are identified with

protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

- For further information about our approaches to equality, diversity, and inclusion, please access our website.

- 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 student's welfare.
- The governing body and leadership team will promote an inclusive, anti-discriminatory safeguarding culture and ensure staff are supported to identify, understand and challenge racism, discrimination and disproportionality in safeguarding practice.
- The Principal will ensure that our safeguarding and child protection policy 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 college leadership team, is appointed to the role of Designated Safeguarding Lead (DSL). They will ensure the DSL and any deputies have the appropriate status, authority, time, funding, training, resources and support to carry out the role effectively.
- The college has a nominated governor for safeguarding. They will support the DSL and have oversight in ensuring that the college has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

2.2 Designated Safeguarding Lead (DSL)

- The college has appointed a member of the senior leadership team, Kayleigh Simpson, Vice Principal - Safeguarding, Pastoral and Boarding, as the Designated Safeguarding Lead (DSL).
- The college has also appointed Deputy DSLs who are trained to the same standard as the DSL and will have delegated responsibilities to act in the DSLs absence: Fay McCormick; Chris Barradell, Jenny Weir and Chris Barradell.
- For the purposes of this policy, references to the DSL, includes the DSL and any appropriately trained deputies, however, RIC recognises that whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL is most likely to have a complete safeguarding picture and is the most appropriate person to advise staff on the response to safeguarding concerns.
- The DSL will carry out their role in line with Annex B of KCSIE. This includes, but is not limited to:
    - managing referrals to the Front Door Service, the police, the Channel programme, the Disclosure and Barring Service and other agencies as required.
    - working with others, including the Principal, senior leaders, relevant staff, social workers, early help services, Family Help workers, local authority services and other safeguarding partners.

- acting as a source of support, advice and expertise for all staff.
- maintaining a confidential recording system for safeguarding and child protection concerns.
- coordinating safeguarding action for individual children, including children who need a social worker, children receiving early help, children who are looked after or previously looked after, and children subject to child protection or child in need plans.
- ensuring the college contributes to multi-agency safeguarding arrangements and is appropriately represented at relevant safeguarding meetings.
- ensuring locally established procedures, including Local Authority procedures are followed as necessary.
- promoting educational outcomes by sharing relevant welfare, safeguarding and child protection information with teachers and college leadership staff, where appropriate.
- taking lead responsibility for online safety, including understanding filtering and monitoring systems and processes.
- ensuring staff access appropriate safeguarding and child protection training, including online safety, and receive regular safeguarding updates.
- keeping the principal informed of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- being aware of the requirement for children to have an Appropriate Adult where there is a need for police detention, treatment or questioning.
- ensuring child protection files are kept up to date, stored securely and transferred appropriately when a child moves setting.

- During term time, the DSL will be available during college hours for staff to discuss safeguarding concerns. Where the DSL is not available, all trained deputies have access to CPOMS system and a shared mailbox so that safeguarding concerns can be raised, received, monitored and acted on without delay.
- There is a rota in place to ensure a member of the safeguarding team is on call at all times when boarding is open. The Head of Boarding is also a member of the safeguarding team. This rota is shared with the whole staff team so that the team is also available on out of hours trips or activities
- The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSLs knowledge and skills will be refreshed at regular intervals, and at least annually, to keep up with developments relevant to safeguarding and child protection.

2.3 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for students, promote student's welfare and prevent concerns from escalating
- All members of staff have a responsibility to:

- provide a safe environment in which students can learn.
- be aware of the systems within college which support safeguarding, including this child protection policy, the staff code of conduct, the safeguarding response to children who are absent from education, and the role of the DSL.
- be prepared to identify children who may benefit from support before statutory intervention, including universal services, community-based Early Help, targeted early help through Family Help, and/or statutory support from children's social care,..
- understand the local process for seeking advice and making referrals, including Requests for Support and for statutory assessments under the Children Act 1989.. This includes where a child may be in need, disabled, or suffering, or likely to suffer, significant harm.
- know what to do if a child tells them they are being abused, neglected or exploited, and understand the impact this can have on a child.
- maintain an attitude of professional curiosity and speak to the DSL if they have any concerns about a child.
- be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- know how to maintain an appropriate level of confidentiality, while understanding that early sharing of information is vital to keeping children safe.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- undertake safeguarding and child protection training, including online safety, and engage with regular safeguarding updates.
- act in line with the college staff code of conduct and other relevant safeguarding policies.
- where applicable, act in line with the Teachers' Standards, which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession.

- Staff at RIC recognise that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This will not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a student.
- Staff at RIC will determine how best to build trusted relationships with students and parents/carers which facilitate appropriate professional communication and early identification of needs and concerns in line with existing and relevant policies.

2.4 Children

- Children have a right to:
  - Feel safe, be listened to, and have their wishes and feelings taken into account.
  - be taken seriously when they raise concerns about abuse, neglect, exploitation or any other safeguarding issue.
  - receive appropriate help and support from safe adults.

- safely express their views, share concerns and give feedback about safeguarding arrangements.
- contribute to the development of college safeguarding policies.
- learn how to keep themselves and others safe, including online.

2.5 Parents/Carers

- Parents/carers have an important role in safeguarding and promoting the welfare of their children. They are encouraged to work in partnership with the college and to:
  - Understand and adhere to the relevant college policies and procedures.
  - Talk to their children about safeguarding issues and support the college in their safeguarding approaches.
  - Identify behaviours which could indicate that their child, or another child, may be at risk of harm including online.
  - speak to the college if they have concerns about their child, or another child's, welfare or wellbeing.

3. Child Protection Procedures

3.1 Recognising indicators of abuse and neglect and exploitation

- All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified in Working Together to Safeguard children (2026) and KCSIE 2026.
- All members of staff are expected to be aware of and follow the 'What to do if you are worried a child is being abused' guidance if they are concerned about a child:
- RIC recognise that when assessing whether a student may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- By understanding the indicators of abuse, neglect and exploitation, we can identify children who may need help or protection, respond as early as possible, and help ensure children and families receive the right support.
- RIC recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of student abuse, neglect and exploitation do not automatically mean that a child is being harmed; however, all concerns will be taken seriously and explored by the DSL on a case-by-case basis.
- RIC recognises abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another.
- All staff will consider whether children may be at risk of abuse, neglect, exploitation or harm in situations outside their families. RIC recognises that extra-familial harms can take a variety of forms and that children may be vulnerable to multiple harms, including sexual

abuse, sexual harassment and exploitation, domestic abuse within their own intimate relationships, criminal exploitation including financial exploitation, serious youth violence, county lines, online harms and radicalisation. Staff will report any concerns to the DSL in line with this policy, and the DSL will consider the wider context of the child's experiences when assessing risk and support needs.

- RIC recognises that any child may benefit from support before statutory intervention is required. This may include support from universal services, community-based Early Help, or the targeted early help level of Family Help. Further information about how RIC responds to safeguarding and welfare concerns, including requests for support, is set out in section 3.2 of this policy.
- All staff will be alert to the potential need for additional support for children who may be more vulnerable or whose circumstances may indicate emerging, escalating or unmet needs. Staff will be particularly alert to the potential need for additional support for a child who:
    - is disabled or has certain health conditions and has specific additional needs
    - has special educational needs, whether or not they have a statutory Education, Health and Care plan
    - has a mental health need
    - is a young carer
    - is pregnant and/or is a parent themselves
    - has exhibited early signs of abusive, violent and/or harmful behaviours
    - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines
    - is frequently missing or goes missing from education, home or care
    - electively home educated
    - has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is attending alternative provision or is attending a Pupil Referral Unit
    - is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation
    - is at risk of being radicalised into terrorism
    - has a parent or carer in custody, or is affected by parental offending
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
    - is misusing alcohol or other drugs themselves
    - is at risk of honour or faith-based abuse, such as Female Genital Mutilation or Forced Marriage
    - is privately fostered.
- Where staff identify that a child may benefit from additional support, they will report their concerns to the DSL in line with this policy.
- Staff will be alert to:

- concerns raised by children, including disclosures or comments about themselves, their peers or family members.
- changes in a child's behaviour, appearance, attendance, presentation or emotional wellbeing.
- indicators of abuse, neglect or exploitation.
- concerning interactions between children and parents/carers.
- parental behaviours which may indicate risk, including concerns linked to substance misuse, mental health, domestic abuse or other family circumstances.
- risks outside the family home, including peer groups, the wider community and online context.
- the needs of children with additional or complex needs, who may require additional support or specialist services.

- Children may not feel ready or know how to tell someone they are being abused, neglected or exploited. They may also not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns.
- All reports and concerns raised by children will be taken seriously and responded to in line with this policy. Staff will reassure children that they are being taken seriously, that they will be supported and kept safe, and that they will not be made to feel ashamed or that they are creating a problem by reporting concerns.
- RIC recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse or exploitation online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- Following a concern about a child's safety or welfare, any searching, screening or confiscation of items, including electronic devices, will be managed in line with the college search and confiscation policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance.
- The DSL will be informed of any search where there were reasonable grounds to suspect a student was in possession of a prohibited item, or where a search identifies a potential safeguarding risk. The DSL will consider the circumstances and any wider safeguarding concerns

3.2 Responding to Child Protection concerns

- Where safeguarding concerns are identified, the child's lived experience, voice and views will remain central to our decision-making, assessment and planning.
- If staff are concerned about the safety or welfare of a child, they are expected to:
  - listen carefully to the child, reflecting back the concern.
  - use the child's language.
  - be non-judgmental.
  - avoid leading questions; using open questions where necessary to clarify information, for example: who, what, where, when, or TED: Tell, Explain, Describe

- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially safeguarding partners.
- be clear about boundaries and how the concern will be progressed.
- record the concern using the facts as the child presents them onto isams or the safeguarding record
- inform the DSL (or assistant), as soon as practically possible.
- Reassure students that they are being taken seriously and will be supported and kept safe. Staff will ensure that the student does not feel ashamed or given the impression they are creating a problem.

- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate support. This applies when concerns first emerge and where a child is already known to other agencies. Staff will not assume that a colleague or another professional will act or share information that may be critical in keeping a child safe.
- RIC recognises that children should not be seen or relied upon as protective factors for adults. When considering family circumstances, adult vulnerabilities or parental needs, staff will remain focused on the child's needs, safety, welfare and lived experience. Staff will not assume that a child's presence, behaviour, affection, resilience or relationship with a parent/carer reduces risk, prevents harm, or means that an adult's needs are safely managed.
- RIC draws students from a wide area both in the UK and internationally so a large number have a main residence outside of Medway Local Authority. For all students in boarding, any referrals will be made to Medway Local Authority, for other students we will refer to the online tool report child abuse to your local council to find the relevant local authority children's social care and contact number to follow their safeguarding procedures and threshold documents.
- As the main local authorities, all staff will be made aware of the process for identifying, assessing and responding to children's needs in line with the Kent and Medways's Support Levels Guidance. This includes understanding the criteria, including the level of need, for when children and families may be supported through
  - universal services and community-based Early Help
  - the targeted early help level of Family Help, under sections 10 and 11 of the Children Act 2004
  - statutory services under section 17 of the Children Act 1989, including children in need and disabled children
  - statutory child protection processes under section 47 of the Children Act 1989, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm
  - care and supervision proceedings under section 31 of the Children Act 1989
  - accommodation under section 20 of the Children Act 1989.
- Staff are not expected to make threshold decisions alone. If staff are concerned about a child's welfare or safety or are unsure what level of support may be required, they will speak

to the DSL in line with this policy. The DSL will consider the concern in line with the Local Authority procedures and local referral pathways.

- Where safeguarding concerns are identified, options may include:
  - managing support for the child internally through college pastoral, welfare and/or safeguarding support processes, where this is appropriate and does not place the child at additional risk.
  - considering whether parents/carers should be informed to further support the child's wellbeing, where it is safe and appropriate to do so.
  - accessing universal services and community-based Early Help for *children with emerging needs*, including support available through Local Authority hubs, the college and other local universal, voluntary or community services.
  - making a Request for Support to a Local Authority where a child's needs cannot be met by universal or community-based early help support alone and coordinated, multi-disciplinary support may be required, or where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.
- Community-based Early Help is support for children of all ages that improves a family's resilience, improves outcomes or reduces the chance of a problem getting worse. It is not a single service, but a system of support delivered by local authorities and their partners, including education providers. The Kent Support Levels Guidance describes this as '*children with emerging needs (Level 2)*'.
  - Children at this level are usually best supported by professionals who already work with them, such as health professionals, early years settings, schools or colleges, and/or through community resources such as Family Hubs or voluntary services.
  - A Request for Support via Front Door Service is not required for support at this level.
  - Where community-based Early Help is appropriate, the DSL will consider what support can be provided within college and/or through local universal, voluntary or community services, including Kent Family Hubs.
  - Where the need of a child/family escalate, become persistent, or cannot be met by universal or community-based Early Help alone, the DSL will consider whether a Request for Support to Family Help is required
- Where children and families have multiple and/or complex needs, or persistent needs, which cannot be met by universal or community-based early help support alone, they may require coordinated, multi-disciplinary support to prevent escalation through the targeted early help level of Family Help. The Kent Support Levels Guidance describes this as '*Family Help – Children with multiple and/or complex needs (Level 3)*'. Support at this level may include targeted early help and statutory support under section 17 of the Children Act 1989, where required to safeguard and promote the child's welfare.
- A Request for Support is required and will be made to the correct Local Authority
- Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, and needs and risks cannot be safely managed through targeted or Child in Need Family Help support alone, a statutory child protection response is required. The

Kent Support Levels Guidance describes this as '*Family Help – Children in need of protection (Level 4)*'.

  - Safeguarding activity at this level is led under section 47 of the Children Act 1989.
  - A Request for Support is required and will be made to the relevant Local Authority
  - If a child is at immediate risk, the Request for Support will be marked as "urgent".
  - If the child is in immediate danger, emergency services will be contacted using 999.

- RIC will take appropriate safeguarding action in response to concerns but will not investigate child protection concerns as a single agency or attempt to determine whether abuse, neglect or exploitation has occurred. Staff will record and report concerns in line with this policy and Local Authority procedures, and information will be shared with Children's Social Care and/or the police where appropriate, so that concerns can be considered through the appropriate multi-agency process.
- RIC recognises that children may be harmed in contexts outside the home, including within peer groups, the wider community and online. When making a Request for Support, the college will provide as much relevant information as possible so that any assessment can consider the full context of the child's lived experience and take a contextual approach to harm.
- If the college believes a child may need support but is unclear whether a Request for Support should be submitted, the DSL may seek advice through Medway Local Authority consultation before deciding next steps. A consultation will not be used where a child is suffering, or is likely to suffer, significant harm; in these circumstances, a Request for Support will be submitted without delay.
- The DSL will usually have responsibility for making Requests for Support and other safeguarding referrals. However, all staff are made aware of the process for making referrals for statutory assessments under the Children Act 1989, including the role they may be expected to play in such assessments.
- If staff have any concerns about a child's welfare or safety, they are expected to act on them immediately.
  - If staff are unsure whether something is a safeguarding issue, they will speak to a DSL.
  - If, in exceptional circumstances, a DSL or deputy DSL is not available, this must not delay appropriate action being taken. In these circumstances, staff should speak to a member of the college senior leadership team, seek a consultation from the Local Authority, contact the police where urgent action is required, or make a Request for Support themselves.
  - Any safeguarding action taken by staff must be shared with the DSL as soon as possible.
- Parents/carers will usually be spoken to where a Request for Support is being considered, and their agreement to engage will be sought where this is required and safe/appropriate to do so.
  - Parent/carer agreement to engage is not required for *'Family Help – Children in need of protection (Level 4)'*, where there is reasonable cause to suspect that a child

is suffering, or is likely to suffer, significant harm. A Request for Support must be made in these circumstances; however, it is good practice for the college to work openly and transparently with parents/carers and inform them of the Request for Support where it is safe to do so.

- Parents/carers will not be informed before a Request for Support is made where this may place a child at increased risk of harm, place an adult at risk of serious harm, prejudice the prevention or detection of serious crime, or undermine a criminal investigation.

- If, after a Request for Support or other external intervention, a child's situation does not appear to be improving, or there are concerns about a decision or response, staff or the DSL will consider whether to re-refer to ensure concerns are addressed and, most importantly, that the child's situation improves.
- Any pastoral or welfare support provided by the college to children and families will be recorded and reviewed. The DSL will oversee support where families are requiring additional support, to ensure that college activity does not obscure potential safeguarding concerns from the wider professional network.

3.3 Multi - agency working

- RIC recognises the pivotal role education settings play in multi-agency safeguarding arrangements. We are committed to working in line Multi-Agency Partnership procedures
- The college leadership team, governing body and DSL(s) will work to establish effective and co-operative relationships with safeguarding partners and other local agencies. This may include Children's Front Door, social workers, Family Help practitioners, health professionals, mental health services,, educational psychologists, other education settings and the police.
- RIC will work with partner agencies to provide a coordinated safeguarding response which promotes children's welfare and protects them from harm. This includes contributing to relevant multi-agency plans and meetings, such as child in need meetings, child protection conferences, core groups, strategy discussions and care planning meetings.
- Where a child is supported through community-based Early Help, Family Help, child in need, child protection or care planning processes, the college will work with partner agencies to promote joined-up planning, avoid unnecessary duplication and ensure the child's educational needs, safety, voice and lived experience are considered.
- The college will allow access for Children's Social Care so that they can conduct, or consider whether to conduct, assessments under section 17 or section 47 of the Children Act 1989.
- When making a Request for Support or contributing to statutory assessments, the college will provide relevant information about the child's presentation, attendance, progress, relationships, family circumstances, wider context and any known risks outside the home, including online, peer group or community-based concerns.
- The principal and DSL are aware of the requirement for children to have an Appropriate Adult where there is a need for police detention, treatment or questioning. The college will respond in line with relevant guidance and local procedures, where applicable.

3.4 Child Protection Records

- All safeguarding and child protection concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken or not taken, decisions reached including the rationale for these and outcomes.
- Any concerns are recorded on ISams by all members of boarding, teaching and administration staff, the concerns are stored confidentially and only visible to the safeguarding team
- We have a separate recording sheet for housekeepers/maintenance team/contractors / visitors / volunteers to complete should they have a safeguarding concern about a student. (Appendix 6)
- Records will be completed as soon as possible after the incident/event, using the student's words and will be digitally signed and dated by the member of staff. Child protection records will record facts and not personal opinions unless these are clearly identified as professional judgement. The record will be passed to the DSL without delay. If there is an immediate safeguarding concern, staff will speak to the DSL first. Completing a written record must not delay urgent safeguarding action
- Staff will include relevant details such as the date, time, location, people present, the concern or disclosure, any visible injuries, the child's presentation and any action taken. A body map will be completed where visible injuries to a child have been observed.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL (or ADSL).
- Child Protection records will be transferred from ISams by the safeguarding team and kept confidential and stored securely on CPOMS separately from all other records relating to the student. Child Protection records are kept in accordance with data protection legislation and are retained by the DSL.
- The DSL will have oversight of child protection records and will ensure they are reviewed, shared and transferred appropriately in line with statutory guidance,
- Where the college receives Child Protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENCOs), form tutors or college nurses, will be made aware of relevant information as required.
- Where a student joins the school and no Child Protection files are received, the DSL will proactively seek to confirm from the previous setting whether any Child Protections exist for the student, and if so, if the files have been sent.

3.5 Transferring and receiving child protection files and safeguarding information

- When a child leaves RIC, the DSL will ensure that their child protection file is transferred to the DSL at the new setting as soon as possible. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

- Child protection files will be transferred securely, separately from the child's main file, and in accordance with data protection legislation and statutory safeguarding guidance. Confirmation of receipt will be obtained.
- In addition to transferring the child protection file, the DSL will consider whether it is appropriate to share relevant information with the DSL at the new setting in advance of the child leaving. This may include information to support the new setting to undertake an assessment of risk to others, as well as to make arrangements to safeguard the child, promote their welfare or continue appropriate support. Where there are safeguarding concerns, known risks or significant support needs, the DSL will instigate a direct conversation with the new setting to support effective information sharing and transition planning.
- Where RIC receives a child protection file from another setting, the DSL will review the records and ensure relevant staff are made aware of information they need to know in order to safeguard and support the child. This may include the SENCO, pastoral staff, boarding staff, the medical team, relevant teaching staff or other appropriate members of staff.
- Where information shared during transition indicates that a child may present a risk to others and/or may be at risk themselves, RIC will consider what safeguarding action is required before, or as soon as possible after, the child starts. This may include completing or reviewing a safeguarding risk assessment and putting in place an appropriate safety and support plan
- Where a child joins RIC and no child protection file is received, the DSL will proactively contact the previous setting to confirm whether a child protection file exists and, if so, ensure it is transferred securely without delay.

3.6 Confidentiality and information sharing

- RIC recognises its duty and powers to hold, use and share relevant information with appropriate agencies where this is necessary to safeguard and promote the welfare of children. Information will be shared at the earliest opportunity where this is needed to identify, assess or respond to risk, in line with Keeping Children Safe in Education, Working Together to Safeguard Children, Local Authority procedures and data protection legislation.
- RIC has an appropriately trained Data Protection Champion (Peter Holl) in line with data protection law requirements.
- All staff are made aware of the need to protect children's privacy and to handle information in a way that is lawful, proportionate and secure. Staff are also made aware that confidentiality must never prevent appropriate safeguarding action from being taken.
- Staff will not promise confidentiality to a child, as safeguarding concerns may need to be shared with the DSL, children's social care, the police and/or other agencies where appropriate.
- Staff are expected to be proactive in sharing information as early as possible to help identify, assess and respond to concerns about a child's safety, welfare or wellbeing. Staff will not

assume that a colleague or another professional will share information that may be critical to keeping a child safe.

- Data protection laws do not prevent the sharing of information for the purpose 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. Information sharing decisions will be informed by safeguarding need, risk assessment, proportionality, data protection requirements and the need to promote the welfare and safety of the child and others.
- Staff will have due regard to relevant data protection laws and principles, including when information should be shared and when it should be withheld. Staff will receive appropriate information and guidance about confidentiality, information sharing and data protection through college policies and the code of conduct.
- Where possible and appropriate, staff will be open and transparent with children and families about what information may be shared, with whom and why. However, information may be shared without agreement where this is necessary to safeguard a child, promote a child's welfare, prevent delay or avoid increasing risk.
- The principal and DSL will share relevant safeguarding information with staff on a need-to-know basis, so that staff can safeguard and support children appropriately.

3.7 Complaints

- All members of the college community should feel able to raise or report any concerns about student safety, safeguarding practice or potential failures in the college safeguarding arrangements.
- The college has a complaints procedure available to parents/carers, students and members of staff and visitors who wish to report concerns or complaints. This can be found in on the school website
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Students and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding Child Protection failures internally.
    - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at RIC will take all concerns reported to the college seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Forms of Abuse and Other Safeguarding Issues

- RIC recognises that children may be vulnerable to a wide range of safeguarding issues, both inside and outside the home, including online. Staff will maintain an attitude of 'it could happen here' and will report any concerns to the DSL in line with section 3 of this policy.
- Further information about specific safeguarding issues is available in Keeping Children Safe in Education

4.1 Child on child abuse (including harassment and violence)

- All members of staff at RIC have had training and recognise that children can abuse other children, and that it can happen both inside and outside of college and online face-to-face, physically, verbally or through a combination of channels.
- Staff will maintain an attitude of "it could happen here". Even if there are no reported cases of child-on-child abuse, staff will remain alert to the possibility that it may be taking place and not being reported.
- RIC adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours, misogyny/misandry, and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.
- RIC recognises that child on child abuse can take many forms, including but not limited to:
    - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
    - Abuse in intimate personal relationships between children, sometimes known as 'teenage relationship abuse'.
    - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm including where there is an online element which facilitates, threatens and/or encourages physical abuse.
    - serious physical assault and harm, or the threat of harm with a weapon.
    - sexual violence such as rape, assault by penetration and sexual assault, including where there is an online element which facilitates, threatens and/or encourages sexual violence.
    - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
    - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (previously known as sexting or youth produced sexual imagery) including where generated by Artificial Intelligence (AI)
    - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
    - Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- Initiation/hazing type violence and rituals which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

- RIC recognises that harmful sexual behaviour exists on a continuum, from developmentally inappropriate or problematic sexual behaviour through to abusive behaviour and sexual violence.
- Concerns will be considered in context, taking account of the age and stage of development of the children involved, any power imbalance, coercion, threats, exploitation, the nature of the behaviour, the impact on those affected, and any wider safeguarding risks.
- All staff have a role to play in challenging inappropriate, harmful or abusive behaviours between children. Staff will be alert to factors which may increase risk or affect how children experience or report abuse, including age, developmental stage, sex, ability, SEND, culture, ethnicity,nationality, sexual orientation, gender identity, power imbalance, peer group dynamics and wider contextual factors. Staff will be aware of the possibility that children may minimise, normalise or not recognise harmful behaviours, and that some behaviours may be facilitated, threatened, encouraged or shared online.
- RIC recognises that for some (but not all) forms of child-on-child abuse, girls are more likely to be victims and boys are more likely to be perpetrators. However, all child-on-child abuse is unacceptable, will be taken seriously and will be responded to in line with this policy.
- RIC recognises that the law is in place to protect children rather than unnecessarily criminalise them. Where relevant, this will be explained to students in an age and developmentally appropriate way which avoids alarming or distressing them, while making clear that harmful, abusive or non-consensual behaviour is unacceptable and will be taken seriously.
- RIC want children to feel confident to report abuse, knowing that their concerns will be treated seriously and that they will be supported and kept safe. The college will ensure reporting systems are well promoted, easily understood and easily accessible. Children who report child-on-child abuse will be reassured that they are not creating a problem and will not be made to feel ashamed for sharing a concern.
- RIC recognises that child-on-child abuse is a safeguarding issue for all children involved. We will consider the safety, welfare and support needs of the child who has experienced harm, any other affected children, and the child alleged to have caused harm.
- Any concerns or allegations relating to child-on-child abuse, whether on-site, off-site or online, will be recorded and reported to the DSL in line with this policy.
    - The DSL will consider the concern in line with relevant college policies and procedures, including behaviour, anti-bullying and child protection procedures.
    - The DSL will consider the behaviour in context, including the child's age and stage of development, any SEND or communication needs, trauma or abuse history, power imbalance, coercion, intent, frequency, escalation and the impact on others.

- Concerns will be responded to, and where appropriate investigated under relevant college procedures, while recognising the need to engage with multi-agency processes where safeguarding or child protection concerns are identified.
- Where concerns involve harmful sexual behaviour, sexual harassment or sexual violence, DSLs will respond in line with Part five of KCSIE.
- Responses will always be child-centred, proportionate and based on the circumstances of the case.

- When a concern of child-on-child abuse is reported, a DSL will consider whether an immediate risk and needs assessment is required. This will be considered on a case-by-case basis and may include:
  - the wishes and feelings of the child who has been harmed
  - the nature of the concern or alleged incident
  - whether a crime may have been committed
  - whether harmful sexual behaviour may have been displayed
  - the ages and developmental stages of the children involved
  - any power imbalance, coercion, intimidation or exploitation
  - whether the concern appears to be a one-off incident or part of a pattern of behaviour
  - any vulnerability, SEND or additional needs affecting the children involved
  - any online elements or wider contextual factors
  - any ongoing risks to the child who has been harmed, other children, staff or the wider college community
  - whether the concern links to other safeguarding issues, such as child sexual exploitation, child criminal exploitation, serious violence or abuse within intimate personal relationships between children.
- The risk and needs assessment, where completed, will be recorded and kept under review. Actions will be taken to protect and support all children involved and to address any wider safeguarding risks within the college environment.
- The college will take appropriate safeguarding, pastoral and/or behaviour-related action in response to child-on-child abuse. However, where the concern indicates that a child may require Family Help, statutory support or protection, a DSL will make a Request to the Local Authority.
- The college will normally inform parents/carers of the children involved in child-on-child abuse, unless doing so would place a child at risk of harm, place another person at risk, prejudice the prevention or detection of crime, or undermine a police or statutory safeguarding response.
  - Information shared with parents/carers will be relevant to their own child and shared in line with safeguarding, confidentiality and data protection requirements. The college will not share confidential information about other children, including any safeguarding action, support or sanctions, unless there is a lawful and appropriate basis to do so.
- Child-on-child abuse is preventable. Timely, evidence-based support can be key to preventing children from going on to commit abuse or violence. RIC will work to minimise

the risk of child-on-child abuse by creating a safe culture, promoting respectful relationships, providing appropriate curriculum opportunities, ensuring children know how to report concerns, and responding consistently to harmful behaviour.

- Students are all able to report any concern anonymously using the WHISPER tool.
- Children affected by child-on-child abuse will be supported according to their needs.

4.2 Making or sharing nudes and/or semi-nudes

- RIC recognises that all incidents involving the making or sharing of nudes or semi-nudes, whether consensual or non-consensual, will require a safeguarding response.
- For the purpose of this policy, nudes and semi-nudes means nude or semi-nude images, videos or livestreams of children under the age of 18. This includes imagery that is taken/created by a child, taken/created by a child and shared by another person, digitally altered, or generated using artificial intelligence (AI). Nudes and semi-nudes may be shared online, between devices, through social media, messaging apps, gaming platforms, forums, livestreams or other digital routes.
- Creating, possessing or sharing nudes and semi-nudes of children under 18, including where this has happened with consent, is illegal and can present complex safeguarding issues. However, RIC recognises that the law is in place to protect children rather than unnecessarily criminalise them. Responses will therefore be child-centred, proportionate and focused on safeguarding and supporting the children involved.
- All concerns must be reported to and managed by the DSL in line with this policy, the Kent and Medway Responding to Nude and Semi-Nude Image Sharing Guidance and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance.
- When made aware of concerns involving consensual or non-consensual sharing of nudes and semi-nudes, staff must:
    - report the concern to the DSL immediately.
    - never view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it.
    - report immediately to the DSL if imagery has been viewed inadvertently
    - not delete the imagery or ask the child to delete it.
    - not investigate images themselves or ask children involved to disclose information about the imagery, as this is the responsibility of the DSL.
    - avoid saying or doing anything which may blame or shame any child involved.
    - reassure the child that they will be supported and kept safe.
    - explain that the concern must be shared with the DSL and that confidentiality cannot be promised.
    - not share information about the incident with other staff, children, parents/carers or other families.
- When made aware of a concern involving making or sharing of nudes and semi-nudes, the DSL will hold an initial review meeting in line with the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people'

guidance to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may include speaking with relevant staff and children, involving parents/carers where safe and appropriate, seeking advice, making a Request for Support from the local authority, and/or contacting the police where required.

- Parents/carers of children involved in making or sharing nudes or semi-nudes, will be informed at an early stage, unless there is good reason to believe that involving them would put a child at risk of harm.
- A Request for Support from the Local Authority will be made and/or the police informed immediately if:
    - the incident involves an adult (over 18).
    - there is reason to believe that a child has been coerced, blackmailed, groomed or exploited.
    - there are concerns about a child's capacity to consent, including due to age, developmental stage, vulnerability or additional needs
    - the imagery involves sexual acts, violence, threats, exploitation or other high-risk features (for example, a child under the age of thirteen, or images depict sexual acts which are unusual for the child's developmental stage)
    - a child is at immediate risk of harm
    - there are wider safeguarding concerns, including links to child sexual exploitation, child criminal exploitation, harmful sexual behaviour or abuse within intimate personal relationships between children.
- All decisions and action taken regarding nude or semi-nudes will be responded to and recorded in line with our child protection procedures.
- The DSL may choose to involve other agencies where there are concerns about nudes or semi-nudes at any time, including if further information is disclosed at a later date or there are additional concerns or incidents.
- If the DSL is unsure if a Request for Support is appropriate, advice will be sought from Medway Education Safeguarding service.

4.3 Exploitation, including child sexual exploitation (CSE), child criminal exploitation (CCE), county lines, serious violence and modern slavery

- RIC recognises that Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, serious violence and modern slavery are safeguarding issues and may overlap. Children may also experience exploitation alongside other forms of abuse, neglect or harm. The college will therefore need to consider the full context of the child's lived experience, including risks outside the home, peer groups, community locations, transport routes and online environments.
- RIC recognises that CSE and CCE are forms of abuse. They occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. This may involve an exchange for something

the child needs or wants, and/or be for the financial advantage or increased status of the perpetrator or facilitator, and/or involve violence or the threat of violence.

- RIC recognises that exploitation may be committed or facilitated by individuals, organised networks or gangs, and the child may identify as being part of the group that is exploiting them. Exploitation can affect children of any age and sex, and it is not possible for a child to consent to being exploited, abused or trafficked.
- Children may not recognise that exploitation is happening to them and may be manipulated, groomed or coerced into situations they do not fully understand. Children who are exploited may also be coerced, controlled, threatened or manipulated into activity which appears to be offending behaviour, and the college will consider whether such behaviour may be linked to exploitation before responding.
- RIC recognises that:
    - Child Sexual Exploitation (CSE) is a form of child sexual abuse. CSE can be a one-off occurrence or a series of incidents over time and may range from opportunistic to complex organised abuse. CSE can affect any child who has been coerced into sexual activity, including 16- and 17-year-olds who can legally consent to sexual activity. Some children may believe they are in a genuine romantic relationship and may not recognise that they are being exploited.
    - Child Criminal Exploitation (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, pickpocketing, vehicle crime, threatening or committing serious violence, or carrying weapons. Children can become trapped in criminal exploitation through threats, violence, intimidation, debt bondage, grooming or coercion, including threats towards their families. The experience of girls who are criminally exploited can be different from that of boys, and indicators may not be the same. Girls are also at risk of criminal exploitation. Both boys and girls who are criminally exploited may be at higher risk of sexual exploitation.
    - County lines is a form of criminal exploitation involving gangs or organised criminal networks using dedicated mobile phone lines or other forms of “deal line” to export illegal drugs. This activity can happen locally as well as across the UK; no specific distance of travel is required. Children may be exploited to move, store or sell drugs or money and may be controlled through coercion, intimidation, violence, threats, debt bondage, online activity or exploitation of their family circumstances.
    - Serious violence includes violence and exploitation involving weapons, gangs, criminal networks or serious physical harm. It can involve carrying, threatening with, or using knives or other weapons, or concerns that a child may be exposed to weapons through peers, gangs, criminal networks or community-based harm. The likelihood of involvement in serious violence may be increased by factors such as being male, having been suspended, spent time in alternative provision or been permanently excluded, having experienced child maltreatment, having been involved in offending, having used drugs or alcohol in early adolescence, or having previously been a victim or displayed violence. Serious violence can often peak in the

hours just before or after school/college, including when children are travelling to and from the setting, and may be concentrated in particular places.
    - Modern slavery includes human trafficking, slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, criminal exploitation, forced criminality, forced labour, domestic servitude and the removal of organs.
- Staff will be alert to indicators that a child may be at risk of, or experiencing, exploitation, county lines or serious violence. These may include:
    - unexplained gifts, money or new possessions
    - increased absence from school/college or regularly missing education
    - going missing from home or care, or regularly returning home late
    - changes in friendship groups or relationships with older individuals or group
    - a significant decline in educational performance
    - signs of assault, unexplained injuries, self-harm or changes in wellbeing
    - drug or alcohol misuse
    - association with others involved in exploitation, gangs or criminal networks
    - receiving requests for drugs via a phone line, moving drugs or collecting money
    - being found in accommodation with which they have no connection, sometimes referred to as a trap house, cuckooing address or hotel room linked to drug activity
    - owing money or a “debt bond” to exploiters
    - having their bank account used to facilitate criminal activity
    - being vulnerable to grooming, coercion, threats, intimidation or online exploitation.
- The college will seek to understand when and where children may feel unsafe, including by listening to children, consulting staff and working with partners to understand the local context and support a coordinated safeguarding response.
- RIC recognises that children who have been exploited may need additional support to help keep them safe and engaged in education.
- If staff are concerned that a child may be at risk of, or experiencing, child sexual exploitation, child criminal exploitation, county lines, serious violence, trafficking or modern slavery, they will report their concerns to the DSL without delay
- The DSL will consider concerns about exploitation in line with this policy and relevant local and national guidance and make referrals or reports as appropriate.
    - The DSL will consider use of the Kent and Medway Child Exploitation Identification Tool where there are concerns that a child may be experiencing, or be vulnerable to, exploitation.
    - Where broader intelligence is known about potential exploitation or other community safety concerns, the DSL will consider whether information should be shared with Kent Police through the Community Partnership Intelligence Portal.
    - Where modern slavery or trafficking is suspected, relevant safeguarding and/or child protection procedures will be followed, and the DSL will consider whether a referral through the National Referral Mechanism is required.

- Any safeguarding concerns for children will be referred to Children's Social Care and/or police as appropriate. If there is a crime in progress or immediate risk, emergency services will be contacted using 999.

- When sharing information or making a Request for Support or other appropriate agencies, RIC will provide as much relevant information as possible to support a contextual safeguarding response. This may include information about the child's presentation, attendance, peer relationships, online activity, family circumstances, community risks, known locations of concern, transport routes, patterns of absence, and any indicators of exploitation, trafficking, modern slavery or serious violence.

4.4 Domestic abuse

- RIC recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can include, but is not limited to, psychological, physical, sexual, financial/economic or emotional abuse, including coercive and controlling behaviour. Domestic abuse can take place inside or outside the home and within different types of relationships, including intimate partner relationships, ex-partners and family members. Types of domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent or caregiver abuse.
- RIC recognises that anyone can be a victim of domestic abuse, regardless of sex, age, ethnicity, socio-economic status, sexuality, background or identity
- RIC recognises children can be victims of domestic abuse in their own right if they see, hear or experience the effects of abuse. Children may also experience domestic abuse within their own intimate relationships, sometimes referred to as teenage relationship abuse. Where one or both children are under 16, this may not fall within the statutory definition of domestic abuse, but it will still be responded to as a safeguarding concern.
- RIC recognises that domestic abuse can have a detrimental and long-term impact on children's health, wellbeing, development and ability to learn.
- RIC recognises that domestic abuse may occur, continue or escalate following separation. Concerns will not be viewed in isolation, and the college will consider the child's lived experience, family circumstances and any wider safeguarding risks.
- Staff will respond to domestic abuse concerns in a trauma-informed way and will avoid victim-blaming language or assumptions.
- If staff are concerned that a child may be seeing, hearing or experiencing the effects of domestic abuse, or experiencing abuse within their own intimate relationship, they will report their concerns to the DSL.
- The DSL will consider concerns about domestic abuse in line with this policy and any relevant local or national guidance. Where the concern indicates a need for Family Help, statutory support or protection, the DSL will consider whether a Request for Support should be made. If a child or adult is in immediate danger, emergency services will be contacted using 999.

- RIC participates in Operation Encompass. Operation Encompass is an information-sharing scheme between the police and education settings which supports schools/colleges to provide timely, informed support to children affected by domestic abuse. Police forces in England have a duty to notify a child's school where they have attended a domestic abuse incident and have reasonable grounds to believe a child may be a victim of domestic abuse. This includes children connected to the household regardless of whether they were present at the incident.
- Operation Encompass notifications will help the college to have up-to-date and relevant information about a child's circumstances so that appropriate support can be considered according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures, and where there are concerns about a child's welfare, the DSL will consider whether a Request for Support is required.
- Operation Encompass notifications will be handled confidentially, stored securely and managed in line with data protection requirements and college child protection recording procedures. The DSL will have oversight of notifications and will ensure that relevant information is shared with staff on a need-to-know basis to safeguard and support the child.
- Where the college is unsure how to respond to an Operation Encompass notification, advice may be sought from Medway Education Safeguarding team or from the Operation Encompass advice and helpline service: 0204 513 9990.

4.5 Honour or Faith-Based Abuse (HBA)

- RIC recognises that honour or faith-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community. This can include female genital mutilation, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Staff will be alert to this dynamic and the additional risks it may create when deciding what safeguarding action is required.
- All forms of HBA are abuse, regardless of the motivation, and will be handled and escalated as such. If staff have any concerns that a child may be at risk of, or has experienced, honour or faith-based abuse, they will speak to the DSL without delay. The DSL will consider concerns in line with this policy, KSCMP procedures, the Kent Support Levels Guidance and any relevant national or local guidance. If there is an immediate threat or danger, the police will be contacted.
- Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.
    - All staff will speak to the DSL if they have any concerns that a child may be at risk of FGM or may have experienced FGM.
    - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, to directly report

to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

- It will be rare to see visual evidence of FGM, and staff must not examine students. Unless the teacher has good reason not to, they should also discuss the concern with the DSL. The mandatory reporting duty does not apply to suspected or at-risk cases where FGM has not been discovered; in these cases, staff must follow local safeguarding procedures and speak to the DSL.

- Forced marriage is a crime.
  - A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or another form of coercion is used. Coercion may be physical, emotional or psychological. A lack of full and free consent can also arise where a person cannot consent, for example due to learning disabilities.
  - It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even where violence, threats or another form of coercion are not used. This applies to non-binding, unofficial "marriages" as well as legal marriages.
  - Staff will report any concerns about forced marriage to the DSL. Advice can also be sought from the Forced Marriage Unit: 020 7008 0151 or fmu@fcdo.gov.uk

4.6 Preventing radicalisation

- RIC recognises that children may be susceptible to radicalisation into terrorism. Protecting children from this risk forms part of the college's wider safeguarding approach.
- RIC is aware of its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This is known as the Prevent duty.
- For the purposes of this policy:
  - extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
  - radicalisation is the process of a person legitimising support for, or use of, terrorist violence
  - terrorism is an action that endangers or causes serious violence to people, causes serious damage to property, or seriously interferes with or disrupts an electronic system, where the use or threat is designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- RIC recognises that there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism. As with other safeguarding risks, staff will be alert to changes in behaviour, presentation, language, relationships or online activity which may indicate that they are in need of help or protection.

- Staff will use their professional judgement and act proportionately where they have concerns that a child may be susceptible to radicalisation. Any concerns will be reported to the DSL in line with this policy.
- The DSL and senior leaders will be familiar with the Prevent duty guidance and local procedures for making a Prevent referral. The college's approach to Prevent will be considered as part of wider safeguarding arrangements and will include appropriate attention to:
    - leadership and partnership
    - staff capability, training and awareness
    - reducing permissive environments, including online environments, external speakers, visitors, use of premises and access to extremist or terrorist content.
- RIC will ensure that staff receive appropriate Prevent training so they understand the Prevent duty, can recognise concerns, know how to report them internally, and understand the local Prevent referral process.
- The DSL will receive more in-depth training to enable them to support staff on Prevent matters and provide updates on relevant issues.
- Where the DSL considers that a Prevent referral may be appropriate, this will be managed in line with local procedures and relevant national guidance. The DSL may seek advice from the Kent and Medway Prevent Team where appropriate. If there is an immediate threat to safety, emergency services will be contacted using 999.
- Prevent referrals are assessed by police and may be passed on to a multi-agency Channel panel to consider whether support is required. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. A representative from RIC may be asked to attend a Channel panel to support assessment and planning. *Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office*.
- Where a child is receiving support through Prevent or Channel and moves to a new setting, the DSL will share relevant information with the DSL at the new setting in advance of the child leaving, so that support can continue when the child arrives.

4.7 Cybercrime

- RIC recognises that cybercrime is criminal activity committed using computers and/or the internet. Cybercrime is broadly categorised as either cyber-enabled or cyber-dependent.
    - Cyber-enabled crime refers to crimes that can happen offline but are enabled at scale and speed online, such as fraud, purchasing illegal drugs online, child sexual abuse and exploitation, online harassment or other technology-assisted harm.
    - Cyber-dependent crime refers to crimes that can only be committed using a computer, computer network or internet-enabled device. This may include unauthorised access to computers, sometimes referred to as hacking, denial of service attacks or "booting", and making, supplying or obtaining malware such as viruses, spyware, ransomware, botnets or Remote Access Trojans.

- RIC recognises that children with particular skills and interests in computing and technology may inadvertently or deliberately become involved in cyber-dependent crime, sometimes without understanding the legal, ethical or safeguarding implications.
- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent crime, they will report their concerns to the DSL. The DSL will consider the concern in line with this policy, and any relevant local or national guidance.
- Where appropriate, the DSL may consider accessing local support and/or referring to the Cyber Choices programme.
- Cyber Choices is focused on cyber-dependent crime. Concerns about cyber-enabled crime, such as fraud, purchasing illegal drugs online, child sexual abuse and exploitation, online bullying or other online safety concerns, will be responded to in line with this policy and relevant college safeguarding, behaviour, acceptable use and online safety arrangements.
- If the concern indicates that a child may require Family Help, statutory support or protection, the DSL will consider whether a Request for Support should be made in line with the relevant guidance. If a child is in immediate danger, emergency services will be contacted using 999.

4.8 Child abduction and community safety incidents

- RIC recognises that child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known to the child, or by strangers.
- RIC also recognises that community safety incidents in the vicinity of the college can raise safeguarding concerns for children, parents/carers and staff.
- Staff will report any concerns about child abduction or community safety incidents to the principal and/or DSL immediately. Where there is an immediate risk to a child, emergency services will be contacted using 999.
- RIC will support children to develop age-appropriate personal safety awareness through the curriculum and wider safeguarding education. This will focus on building children's confidence, judgement and ability to seek help, rather than simply warning them about strangers.

4.9 Children and the court system, including children affected by parental separation, court orders or family disputes

- RIC recognises that children may be affected by the court system in different ways, including where they are required to give evidence in criminal proceedings or where they are affected by private or public family law proceedings, child arrangements or parental disputes.
- Where staff are aware that a child is involved in, or affected by, court proceedings, they will share relevant information with the DSL so that appropriate support can be considered. This may include pastoral support, adjustments within college, liaison with parents/carers where appropriate, and working with partner agencies where this is needed to safeguard and promote the child's welfare.

- RIC recognises that parental separation, child arrangements and family court processes can be stressful for children and may contribute to conflict, anxiety or safeguarding concerns. The welfare and best interests of the child will remain central to the college's decision-making.
- Where parents/carers disagree about arrangements, decisions or the exercise of parental responsibility, the college will act in line with statutory guidance, relevant court orders, education law, safeguarding duties and data protection requirements. Where necessary, parents/carers may be advised to seek independent legal advice or resolve disputes through the appropriate legal route.
- RIC will consider any court orders or legal restrictions that are shared with the setting and relevant to the child's education, welfare or safety. Parents/carers may be asked to provide the most recent court order where this is appropriate and/or necessary to help the college understand arrangements or restrictions.
- Staff will remain alert to any safeguarding concerns arising from parental disputes, child arrangements or court proceedings. Concerns will be reported to the DSL and responded to in line with this policy.

4.10 Homelessness

- RIC recognises that being homeless, or being at risk of homelessness, can present a real risk to a child's welfare.
- The DSL will be aware of local contact details and referral routes into the Local Housing Authority so that concerns can be raised or progressed at the earliest opportunity. Discussion with, or referral to, the Local Housing Authority does not replace safeguarding action where a child has been harmed or is at risk of harm
- In most cases, homelessness concerns will relate to children living with their families. However, RIC recognises that some 16- and 17-year-olds may be living independently from their parents or carers, for example due to exclusion from the family home. Where this is the case, the DSL will make appropriate referrals based on the child's circumstances, including to the Children's social care team where safeguarding or accommodation concerns are identified.
- Where RIC receives information that a child has been placed in temporary accommodation, the DSL will consider what support may be required to safeguard and promote the child's welfare. This may include considering the impact on attendance, wellbeing, learning, transport, access to resources and family support needs.

4.11 Children with family members in prison or affected by parental offending

- RIC recognises that children with family members in prison, or who are otherwise affected by parental offending, may experience additional emotional, practical and safeguarding needs. This may include stigma, isolation, poverty, poor mental health, disrupted family relationships, attendance concerns or changes in behaviour.
- Staff will share any concerns with the DSL so that appropriate support can be considered. This may include pastoral support, safe adult support, signposting to specialist services,

liaison with parents/carers where appropriate, and consideration of early help or wider multi-agency support.

- RIC will respond to children affected by parental imprisonment or offending in a sensitive and trauma-informed way, recognising the potential impact on the child's safety, wellbeing, attendance, learning and relationships

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5 Supporting Children Potentially at Greater Risk of Harm

- RIC recognises that some children may be more vulnerable to abuse, neglect, exploitation or harm, or may face additional barriers to recognising, reporting or being supported with safeguarding concerns. Staff will be alert to the needs and experiences of these children and will ensure concerns are reported to the DSL in line with this policy.
- The college will take a child-centred, trauma-informed and contextual approach, considering the child's voice, lived experience, individual circumstances and any barriers they may face in accessing help or support.

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

- RIC recognises that children with special educational needs or disabilities (SEND), can face additional safeguarding challenges both online and offline.
- RIC recognises that additional barriers can exist when recognising abuse, neglect and exploitation for these children. These may include:
    - assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to the child's SEND without further exploration.
    - children being more prone to peer group isolation or bullying, including prejudice-based bullying
    - the potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
    - communication barriers and difficulties in managing or reporting concerns.
    - children not understanding that what is happening to them is abuse, neglect or exploitation.
    - the need for intimate or personal care, or children being isolated from others.
    - children being more dependent on adults for care and support.
    - difficulties with cognitive understanding.
- Staff will appropriately explore potential indicators of abuse, neglect and exploitation and will not assume that these are related to a child's SEND. Concerns will be reported to the DSL in line with this policy.
- RIC will support children with SEND to communicate, be listened to and have their voice heard and acted upon. Staff will consider whether reasonable adjustments, communication aids, trusted adults or other support may be needed to help children share concerns.
- Any report or concern involving a child with SEND will require close liaison between the DSL and the SENCO, Leighton Bright or Ian Duxbury.

- RIC will consider whether extra pastoral support, communication support or other adjustments are required to safeguard and promote the welfare of children with SEND.

5.2 Safeguarding children with medical conditions

- RIC recognises that children with medical conditions, including allergies, should be properly supported so they can access education safely and fully. Further information can be found in our medical policies
- We have a medical team at RIC, composed of a registered Nurse and medical assistant.
- An incident relating to the management of a child's medical condition, including allergies, will not automatically require safeguarding actions. However, staff will report concerns to the DSL where an incident, pattern of incidents or wider information suggests that a child may be at increased risk of abuse, neglect or exploitation because of their medical condition. This may include, for example, where relevant information about a child's medical condition is not shared with the college, where a child is repeatedly sent to college without essential medication or equipment, or where agreed healthcare arrangements are not followed in a way that places the child at risk.
- The DSL will consider concerns in line with this policy, national and local guidance and relevant college medical or allergy arrangements. Where appropriate, this may include considering whether a Request for Support should be made.

5.3 Children requiring mental health support

- RIC has an important role to play in supporting the mental health and wellbeing of our students. We recognise that mental health problems can, in some cases, develop into safeguarding concerns, including where there are concerns about self-harm, eating disorders, suicidal ideation or risk of suicide. Mental health problems can also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.
- Only appropriately trained professionals should diagnose a mental health problem. However, RIC recognises our staff are well placed to observe children day-to-day and identify those whose behaviour, presentation or circumstances suggest that they may be experiencing a mental health problem or be at risk of developing one.
    - Staff will be alert to potential warning signs that a child may be struggling with their mental health. These may include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually enjoy, physical signs of self-harm, neglecting themselves, suicidal ideation, changes in attendance, engagement, relationships or emotional wellbeing.
    - Not every child who displays these behaviours will have a mental health concern. However, staff will remain professionally curious and will record and report any concerns so children can receive appropriate support and early intervention.
- If staff have a concern about a child's mental health or wellbeing, they will follow the college processes for recording and reporting concerns and will speak to the DSL in line with this policy. The DSL, who is also the Mental Health lead, will consider whether the child may

benefit from support through the college counselling team, universal services or community-based early help, or whether a Request for Support is required.

- Where mental health support is needed, parents/carers will be informed to support the child's wellbeing, unless doing so would place the child at additional risk.
- If staff believe that a child is in immediate danger, emergency services will be contacted using 999 or arrangements will be made for the child to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs urgent help for their mental health but it is not an emergency, help will be sought through NHS 111.
- If a risk assessment identifies that a child requires support beyond what can safely be provided in boarding, their parents, carers or Guardian will be contacted to arrange for them to return home or stay with their Guardian while additional professional support is sought. Where appropriate, a carefully planned transition back to college will then be agreed. In some cases it may be deemed that we can not safely support the child in a boarding environment.
- RIC will ensure that any mental health support or intervention offered is appropriate to the child's needs, age and phase of education, and is evidenced as safe and effective.
- Further details on how we support children with mental health needs can be found in our mental health policy.
- The college has appointed Kayleigh Simpson as the mental health lead, who is supported by the college counsellor, Tanya Adolpho and Registered Nurse, Katy Barber
- Mental health is explored in the RSHE curriculum and support services are available to children through the student support website, available to children through their bookmarks on the computer and through our college website.

5.4 Children who are absent from education

- In line with the Working Together to Improve School Attendance and Children Missing Education statutory guidance, RIC recognises that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues, including abuse and neglect, child sexual exploitation, child criminal exploitation and county lines.
- RIC recognises that a robust response to absence supports the identification of safeguarding concerns and may help prevent the risk of children becoming missing from education in the future.
- Staff will be alert to patterns of absence, persistent absence, severe absence, repeated absence, unexplained absence and children missing from education. Where absence raises a welfare or safeguarding concern, staff will report this to the DSL in line with this policy.
- The DSL will consider whether absence may be linked to wider safeguarding risks within the family or community, including abuse, neglect, exploitation, mental health concerns, domestic abuse, forced marriage, FGM, trafficking, serious violence, county lines, online harm or other extra-familial harm.

- Where possible, RIC will hold more than one emergency contact number for each student, so there are additional options to contact a responsible adult where a child who is absent from education is also identified as a welfare or safeguarding concern.
    - RIC will seek to hold emergency contact information for both parents where appropriate, unless doing so would place a child at risk of harm or be contrary to a court order or other legal restriction.
    - Where contact with a parent or other adult is restricted or unsafe, this will be clearly recorded in line with college safeguarding and record keeping procedures.
    - RIC will be proactive in understanding children's significant relationships and lived experiences, including the role of fathers, non-resident parents and other adults who may be important in the child's life, where this is appropriate and safe.
- RIC recognises that a child may be considered missing from education at any stage where their whereabouts, education provision or safety cannot be established.
- Where RIC has concerns that a child has unexplained, persistent, repeated or prolonged absence, or may be missing from education, action will be taken in line with statutory duties and local procedures.
- Where there are concerns that a child may be missing from education, including where the college becomes aware that a child has moved out of area or their whereabouts are unknown, the college will make a referral to the local authority attendance team promptly so that appropriate checks can be undertaken. The college will not delay referral while completing local enquiries where this may prevent timely action by the local authority.
- Where there are concerns that a child may be missing from education or where their absence raises welfare or safeguarding concerns, the DSL will make a Request for Support as appropriate.
- RIC will provide information to the local authority where required when a child is removed from roll, including at standard and non-standard transition points, in line with Children missing education statutory guidance and local procedures. *Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education. Please see part two of KCSIE links to other relevant guidance.*

5.5 Elective Home Education (EHE)

- RIC recognises that many home educated children have a positive learning experience, and that parents/carers may choose elective home education with their child's best education at the heart of the decision. RIC also recognises that elective home education can mean some children are not in receipt of suitable education and may become less visible to the services that are there to keep them safe and supported.
- 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, the School Attendance (Pupil Registration) (England) Regulations 2024 and local guidance.

- Where possible, RIC will work with the local authority, parents/carers and other key professionals to ensure that the implications of elective home education have been considered before a final decision is made and that decisions are made in the best interests of the child. This will be particularly important where the child has SEND, an Education, Health and Care plan, has or is known to partner agencies, or is otherwise vulnerable.
- RIC will consider local guidance and tools, to support proportionate safeguarding checks, information sharing and decision-making before a child is removed from roll. This will include considering the child's lived experience, any existing safeguarding or welfare concerns, parental responsibility arrangements, SEND or EHCP needs, young carer status, attendance, and whether further advice or a Request for Support is required.
- Where there are safeguarding or welfare concerns, the DSL will consider whether a Request for Support is required.

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

- RIC recognises that children may need a social worker due to safeguarding or welfare needs, including abuse, neglect, exploitation or complex family circumstances.
- The DSL will hold and use information about children who need or have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- Where a child needs or has a social worker, this will inform college decisions about safeguarding and welfare. This may include responding to unauthorised absence, children absent from or missing education, behaviour, pastoral support, academic support and any wider safeguarding risks within the family or community
- Where appropriate, information will be shared with relevant staff on a need-to-know basis so that the child can be safeguarded and supported effectively.

5.7 Looked after children, children in kinship care, previously looked after children and care leavers

- RIC recognises that the most common reason for children becoming looked after is abuse and/or neglect, and that looked after and previously looked after children may remain vulnerable.
- Where safeguarding concerns arise for children who are looked after, previously looked after, in kinship care or leaving care, the college will ensure safeguarding action is considered alongside existing care planning, education planning and support arrangements
- The college has appointed a designated teacher: [Leighton Bright, Vice Principal, SENCO]. The designated teacher will work with local authorities, including the Virtual School, to promote the educational achievement of registered pupils who are looked after or who have been previously looked after, including those in kinship care.
- The designated teacher will work closely with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact

arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the local authority.

- Where a child is looked after, the DSL will hold details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.
- Where a child is a care leaver, 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 safeguarding or welfare concerns.

5.8 Young carers

- RIC recognises that young carers may have caring responsibilities for a family member with a long-term illness, disability, mental health need, substance misuse issue or other care need.
- RIC will be alert to the needs of young carers, recognising that caring responsibilities can impact on a child's attendance, attainment, behaviour, emotional wellbeing, relationships and ability to participate fully in school life.
- Early identification is important to ensure young carers receive support at the right time and from the appropriate services. Staff will remain alert to indicators that a child may be a young carer, including changes in attendance, punctuality, concentration, tiredness, homework completion, emotional wellbeing, social relationships or increased responsibilities at home. If staff are concerned that a child may be a young carer, or that caring responsibilities may be affecting their safety, welfare or wellbeing, they will report this to the DSL.
- The DSL will consider what support may be required, including pastoral support within college, reasonable adjustments, support with attendance or learning, and whether advice or support should be sought from external partners, local authority services, health services or young carers services.
- Where caring responsibilities appear to be inappropriate, excessive, unsafe, or are having a significant impact on the child's welfare, the DSL will consider whether a Request for Support should be made.
- Each Local Authority will be able to offer different support services for young carers.

5.9 Children who are privately fostered

- Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.
- Where private fostering arrangements come to the attention of the college, for example, through the normal course of their interaction and promotion of learning activities with children, we must notify the Local Authority in order to allow them to check if the arrangement is suitable and safe for the child.

5.11 Children who are Lesbian, Gay or Bisexual (LGB)

- RIC recognises that a child being lesbian, gay or bisexual is not in itself a risk factor for harm. However, children who are lesbian, gay or bisexual can sometimes be vulnerable to discriminatory bullying, prejudice, harassment or child-on-child abuse.
- RIC also recognises that children who are perceived by others to be lesbian, gay or bisexual, whether they are or not, can be just as vulnerable as children who are
- Staff will be alert to the possibility that children who are lesbian, gay or bisexual, or perceived to be, may face additional barriers to sharing concerns, particularly where they do not have a trusted adult they can speak to openly.
- RIC will take steps to prevent and respond to discriminatory bullying, prejudice and harmful behaviour, including through our safeguarding, behaviour, anti-bullying, curriculum and pastoral arrangements. Where appropriate, sanctions and support will be considered in line with relevant college policies.
- RIC will provide a safe, inclusive and trusted environment where children can speak openly, share concerns and be taken seriously. Concerns will be reported to the DSL in line with this policy.
- Appropriate education will be provided through our Relationships Education/Relationships and Sex Education and Health Education curriculum to support respectful relationships, inclusion and the prevention of prejudice-based bullying.

5.12 Children who are questioning their gender

- RIC recognises that some children may question the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.
- RIC recognises that children may express themselves in ways that are less typically associated with their sex, and this is not in itself a safeguarding concern. Staff will avoid making assumptions based on appearance, behaviour, interests or presentation.
- RIC will be a respectful environment where bullying, harassment, discrimination and harmful behaviour are not tolerated. Staff will be alert to the potential vulnerabilities of children who are questioning their gender, including bullying, family difficulties, online harm, mental health concerns, psychosocial needs or wider safeguarding concerns.
- Staff will take time to listen to and understand the child's thoughts, feelings and experiences. Staff will remain professionally curious and consider the full context of the child's lived experience, including relationships with family, peers and the wider college environment.
- RIC will respond to children who are questioning their gender in line with KCSIE, ensuring that any support is considered as part of the college's wider safeguarding responsibilities and with the child's welfare and best interests as a central consideration. The college will take a careful, considered and recorded approach, recognising that children's individual circumstances, needs and experiences will vary.
- RIC will not make assumptions or initiate action regarding social transition. Where a child is questioning their gender, staff will respond sensitively, listen to the child's views and

experiences, and consider any support needs or safeguarding concerns in line with this policy.

- Where a child speaks to a member of staff about questioning their gender but does not ask the college to make changes to how they are treated, staff will not normally break confidence unless there is a related safeguarding concern. Where a conversation raises concerns about the child's wellbeing or safety, staff will follow this policy and speak to the DSL.
- Parents/carers will usually be involved as a matter of priority where a child requests support relating to social transition. Their views will be treated with importance and properly considered. In the rare circumstances where involving parents/carers may place the child at greater risk of harm, the DSL will be involved before parents/carers are contacted or any decisions are made.
- Where a child and their parents/carers requests support or changes in relation to social transition, the college will follow an agreed decision-making process, taking account of KCSIE, safeguarding duties, equality and human rights obligations, and relevant college policies.
- When considering any requests for support with social transition, college will ensure our decision-making process is documented and records are kept.
- RIC will be particularly alert to the vulnerabilities of children who have socially transitioned from an early age, including where their biological sex may not be known to peers or some staff. The DSL will be involved in these cases, particularly where support, safeguarding or wellbeing concerns arise as the child approaches or experiences puberty. Any information will be handled sensitively and recorded appropriately.
- Any decision-making will be child-centred and safeguarding-led. The college will consider what is in the best interests of the child, while also taking account of the safety, welfare, rights and needs of other children who may be affected. The child's voice and lived experience will always be carefully considered, however any agreed response may not always be the same as the child's wishes.
- The DSL and relevant senior leaders will be involved in considering any request for support relating to social transition. The college may also consider relevant advice from parents/carers, clinical professionals, the SENCO, mental health lead, pastoral staff or other appropriate professionals, depending on the child's circumstances.
- RIC will take a careful approach when considering any request relating to social transition, recognising that such decisions may have significant implications for the child and others affected, and that arrangements may need to remain flexible and open to review.
- Any requests or issues relating to names, pronouns, uniform, toilets, changing rooms, residential accommodation, sport, trips or other college arrangements will be considered through the college's agreed process and in line with KCSIE, safeguarding duties, equality and human rights obligations, and relevant college policies.
- RIC will ensure that records are accurate and that relevant staff have the information they need to safeguard and support the child. Information will be shared on a need-to-know

basis and managed in line with confidentiality, data protection and safeguarding requirements.

- The college will keep any agreed arrangements under review, recognising that a child's circumstances, wishes or needs may change over time. This includes where new safeguarding information becomes known, where a child wishes to change or reverse previous arrangements, or where arrangements may no longer be meeting the child's needs or the needs of others affected.
- If staff have any concerns about a child who is questioning their gender, including concerns about bullying, mental health, family response, online harm, self-harm, exploitation or any other safeguarding issue, they will report these to the DSL in line with this policy.
- Where a safeguarding or welfare concern is identified, the DSL will consider whether a Request for Support should be made.

5.13 Students who reside within the structure of boarding.

- We recognise that the boarding community may have additional vulnerabilities as they are away from home and their family, sometimes for long periods of time.
- We stay abreast of current affairs and contextual issues which may have particular relevance for a student whose family are living in a different Country for example war, natural disasters and political changes
- We have a resident boarding member of staff on the safeguarding team and all senior staff have a Level 3 safeguarding qualification.
- In addition to their statutory training and updates, members of our boarding team are trained in Mental Health First Aid.
- The houseparents liaise with parents/carers, guardians and agents in the best interests of the child.
- RIC ensures appropriate supervision at all times within boarding settings and that sleeping arrangements, overnight supervision and response to night-time incidents follow the NMS and KCSIE.
- A member of the safeguarding team is always on call to support the boarding team.
- The boarding students have access to an independent listener to support their voice being heard.
- The boarding students attend weekly house meetings where safeguarding concerns can be discussed as a group. They also have opportunities to meet their houseparent individually.

5.14 Transitional safeguarding for young people aged 18

- RIC recognises that safeguarding needs do not automatically end when a young person turns 18. Young people aged 18 and over may continue to experience, or be at risk of, abuse, neglect, exploitation, coercion, self-neglect, homelessness, domestic abuse, mental health crisis or other forms of harm.
- At RIC we have a diverse range of students, some of whom are over 18 and therefore legally an adult. Whilst RIC would offer the same level of pastoral care and the reporting

mechanisms within the college, the external support agencies available to the students would differ to that of a child.

- Where a safeguarding or welfare concern relates to a young person aged 18 or over, staff will report the concern to the DSL. The DSL will consider the concern in line with relevant safeguarding procedures, the young person's wishes and views, mental capacity, consent, risk, and the need to share information to prevent or respond to harm.
- The DSL will consider which pathway is most appropriate. This may include support within college, adult safeguarding, health, mental health, housing, police, Prevent or other relevant local services.
    - Where appropriate, referrals will be made to adult social care in line local adult safeguarding referral pathways, with reference to guidance and resources from the relevant Local Authority.
    - Where the young person is already known to children's services, is a care leaver, has an Education, Health and Care plan, has care and support needs, or is moving between services, the college will consider how information can be shared appropriately to support continuity of safeguarding and support.
    - Where there is an immediate risk of harm, emergency services will be contacted using 999. Safeguarding decisions and the rationale for actions taken or not taken will be recorded.

6. Online Safety

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. RIC will adopt a whole college approach to online safety which will empower, protect, and educate our students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate. We consider the age range and any SEND needs of the students in our decisions.
- RIC will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- RIC identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
    - Content: being exposed to illegal, inappropriate or harmful content. For example pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation, including fake news, and conspiracy theories.
    - Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this: for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images including those generated by AI and online bullying
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

- The governing body and leadership team will ensure that online safety is reflected within the college's safeguarding arrangements and that appropriate systems, policies, procedures, training and monitoring are in place.
- Staff will maintain an attitude of "it could happen here" in relation to online harm. Any concerns about a child's online safety, digital activity or technology use will be reported to the DSL in line with this policy.
- The DSL has responsibility for online safety within the college including understanding the filtering and monitoring systems and processes in place. The DSL will work with senior leaders, IT staff, curriculum leads and other relevant staff to ensure online safety concerns are recognised, reported and responded to appropriately.
- The DSL will respond to online safety concerns in line with our child protection and the associated policies, including our Anti-bullying 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.
- RIC 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 college owned devices and systems will be used in accordance with relevant policies, including but not limited to acceptable use policies and mobile and smart technology policies, and with appropriate safety and security measures in place.

6.1 Generative Artificial Intelligence (AI)

- RIC recognises that generative artificial intelligence (AI) tools can support teaching, learning, communication and administrative tasks when used safely, lawfully and appropriately. However, AI can also create safeguarding, data protection, privacy, intellectual property, academic integrity and information security risks. These include, but are not limited to:
  - exposure to inappropriate or harmful content, including bullying, harassment, abuse and exploitation
  - the creation or sharing of AI-generated or digitally manipulated images
  - privacy and data protection breaches/risks
  - intellectual property infringements
  - academic integrity challenges such as plagiarism and cheating
  - exposure to inaccurate, misleading, or biased content.
- Staff and students will be made aware of the benefits and risks of using generative AI tools and the college expectations through the curriculum, acceptable use policies, staff training etc.

- RIC will not permit the use of generative AI tools for work and/or educational purposes unless they have been approved by the college following appropriate risk assessment and, where required, a Data Protection Impact Assessment (DPIA). The risk assessment will evaluate whether the tool meets the DfE generative AI product safety standards expectations and will consider safeguarding, data protection, privacy, confidentiality, age and ability of users, content risks, bias and accuracy, intellectual property, academic integrity, information security and how use will be monitored or reviewed.
- RIC will maintain a record of any generative AI tools approved for staff and/or students.
- AI tools that record, transcribe, summarise or generate notes from meetings, lessons, training or online discussions must only be used where approved by the college and in line with safeguarding, confidentiality, consent, data protection and acceptable use arrangements. All participants will be made aware where such tools are being used and how any information will be captured, used, stored and shared.
- RIC recognises that the use of images online, including through AI tools, can create safeguarding, privacy and data protection risks for children and staff. Images of students or staff must not be uploaded to, generated by, edited in, or shared through AI tools unless risk assessed and approved by the college. Any taking or publishing of images of students or staff will always be in line with our policies and national guidance.
- RIC will ensure expectations about the safe and appropriate use of AI are set out in our acceptable use arrangements.
- RIC will respond to any misuse of AI in line with relevant policies, including but not limited to, anti-bullying, behaviour, data protection, complaints and this policy.
- Concerns involving AI-generated or digitally manipulated content, including nude or semi-nude imagery, harmful impersonation, bullying, harassment, abuse or exploitation, will be reported to the DSL and responded to in line with this policy.
- Where the college believe that AI tools may have facilitated the creation of Child Sexual Abuse Material (CSAM), the college will respond in line with this policy, local safeguarding procedures, the UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and national guidance from the IWF and NCA-CEOP as appropriate.
- Where the college believes that AI tools may have facilitated harassment, including the deep fake abuse of adults, advice and support will be provided to individuals affected, such as via Unions, Professionals Online Safety Helpline or Report Harmful Content and/or if a crime has been committed, via the police. Where this involves staff, actions will be in line with the DfE Preventing and tackling bullying and harassment of school staff. Action will also be taken in line with relevant college policies, including but not limited to, anti-bullying, behaviour and complaints.

6.2 Mobile and Smart Devices

- RIC recognises the safeguarding risks that can be posed by mobile phones, smart devices and wearable technology. This includes devices that can send or receive messages or notifications, connect to mobile networks or the internet, record images, audio or video, or

share location information, and may include but is not limited to, devices with built-in mobile connectivity, smart phones, smart watches, smart glasses, fitness trackers and other wearable technology.

- Our wider approach to mobile phones, smart devices and wearable technology, including expectations for pupils/students, staff, visitors and parents/carers, is set out in our mobile phone and smart devices policy, this includes our expectations for boarding students.
- RIC recognises that while restrictions on mobile phone use, including operating mobile-free environments, can help to manage safeguarding risks, such measures are most effective when embedded within a wider safeguarding and behaviour framework. Clear, proportionate and consistently applied expectations, alongside education that promotes safe and respectful online behaviour, strong and supportive relationships and robust safeguarding and anti-bullying policies, are essential to support safe and appropriate use.
- RIC recognises that safeguarding concerns involving mobile phones, smart devices and wearable technology may arise outside of college, but still affect children's safety, wellbeing, relationships, attendance or learning. Such concerns will be reported to the DSL and responded to in line with this policy.
- RIC will ensure that mobile phone and smart technology expectations do not discourage students from disclosing safeguarding concerns. Where a student needs to report messages, images, videos, posts or other content as part of reporting a concern, staff will respond in line with this policy, avoid viewing or sharing illegal or harmful content unnecessarily, and report the concern to the DSL.

6.3 Appropriate filtering and monitoring on college devices and networks

- RIC will do all that it reasonably can to limit children's exposure to online harms through college devices, systems, platforms and networks. In line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.
- Filtering and monitoring are part of our wider safeguarding approach and will be supported by effective supervision, staff training, clear policies, curriculum education, regular risk assessment and timely response to concerns.
- RIC recognises the distinction between filtering and monitoring. Filtering is preventative and controls access to illegal, inappropriate or harmful content and services. Monitoring observes and reports on user activity to support safeguarding intervention where concerns are identified.
- Filtering and monitoring arrangements will be informed by the college's safeguarding risk profile. This will include the age and ability of children, children who may be at greater risk of harm, how often children access technology, the devices and systems used, remote access arrangements, any use of personal devices, and the risks identified through the Prevent duty risk assessment.
- RIC recognises that filtering and monitoring must be effective in real-world use and not limited to traditional web browsing. The college will seek to ensure application of appropriate filtering and monitoring across websites, apps, cloud services, embedded

browsers, mobile devices, remote access and generative AI tools, including any technical limitations.

- When implementing appropriate filtering and monitoring, RIC will ensure that systems are configured to help protect children from illegal, inappropriate and harmful content, while avoiding unreasonable restrictions that could limit what children can be taught about online safety, safeguarding and the safe use of technology.
- Filtering and monitoring form an important part of our online safety and safeguarding responsibilities, but they are not a standalone solution. RIC recognises that we cannot rely on filtering and monitoring alone to safeguard students. Effective safeguarding practice, clear policies and procedures, appropriate supervision, classroom and behaviour management, staff training, and regular education about safe and responsible technology use are all essential.
- Students will use search tools, apps, online resources and digital platforms that are appropriate to their age, ability and needs. These will be selected by staff following an informed consideration of safeguarding, educational value, data protection and privacy requirements.

6.3.1 Responsibilities

- The governing body has overall strategic responsibility for ensuring that appropriate filtering and monitoring systems and processes are in place as part of the college's wider safeguarding arrangements. This includes ensuring that filtering and monitoring provision is reviewed, that roles and responsibilities are clear, and that leaders and relevant staff understand how to manage systems effectively and escalate safeguarding concerns when identified.
- Peter Holl, a member of the senior leadership team, has operational responsibility for filtering and monitoring and will work with the DSL and the Safeguarding Governor to ensure there is oversight of the college's approach to meeting the DfE Filtering and monitoring standards.
- Our senior leadership team is responsible for:
    - ensuring filtering and monitoring systems are appropriate to the college context and safeguarding risk profile.
    - procuring filtering and monitoring systems.
    - documenting decisions on what is blocked or allowed and why.
    - ensuring reviews and checks are completed and recorded.
    - overseeing reports.
    - ensuring all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
    - ensuring the DSL and [IT service providers/staff] have sufficient time and support to manage their filtering and monitoring responsibilities.
- The DSL has lead responsibility for overseeing and acting on:
    - any filtering and monitoring reports.
    - any child protection or safeguarding concerns identified.

- checks to filtering and monitoring systems.

- The Director of IT has technical responsibility for:
  - maintaining filtering and monitoring systems.
  - providing filtering and monitoring reports.
  - completing technical actions identified following any concerns or checks to systems.
  - working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.
- All staff will receive information about filtering and monitoring as part of induction and ongoing safeguarding training. This will include their responsibilities for reporting concerns, responding to incidents, following acceptable use expectations and escalating concerns where filtering or monitoring may not be working effectively.
- All staff, students and parents/carers are expected to follow this policy, the college's acceptable use policy and to report any filtering or monitoring concerns.

6.3.2 Decision making and reviewing our filtering and monitoring provision

- When procuring or making decisions about filtering and monitoring provision, the senior leadership team will work closely with the DSL and the [IT service providers/staff] to ensure systems are appropriate to the college's needs and circumstances.
- Decisions about filtering and monitoring will be informed by the college's safeguarding risk profile. This will include consideration of:
  - the age and ability of students
  - children who may be at greater risk of harm
  - how often students access technology
  - our local context, including contextual safeguarding concerns
  - the devices, systems, platforms and networks in use
  - remote access arrangements
  - any use of Bring Your Own Devices (BYOD)
  - the college's Prevent duty risk assessment
  - emerging risks, including mobile platforms, apps, cloud services and generative AI.
- Decisions about what is blocked or allowed, and the rationale for those decisions, will be recorded. Any changes to filtering and monitoring arrangements will be assessed by staff with appropriate safeguarding, educational and technical knowledge and approved by the leadership team. Changes will be logged and recorded.
- Reviews of filtering and monitoring provision will be carried out at least once every academic year by the senior leadership team member responsible for filtering and monitoring, with support from the DSL and Director of IT. Reviews will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record will be kept of these checks.
  - Reviews will consider whether filtering and monitoring remain effective across all relevant devices, systems and locations, including college-owned devices, mobile devices, apps, embedded browsers, cloud services, remote access, guest access and any permitted personal device use.

- Filtering and monitoring arrangements will be reviewed earlier than the annual review where there is a safeguarding concern, a change in technology or working practice, the introduction of new systems or devices, changes to remote access or personal device arrangements, or updates to local or national guidance.

RIC will also undertake regular and active checks on filtering and monitoring systems to ensure they are working effectively in practice and as expected.

- These checks will be recorded and used to provide assurance to the governing body that filtering and monitoring arrangements remain appropriate, effective and aligned with safeguarding responsibilities. The IT team uses the Test Filtering system from SWGFL to test our college filtering system on a monthly basis. We receive live updates for monitoring purposes from Securly.
- In addition, the college will conduct an annual audit of filtering and monitoring systems which is shared at the annual safeguarding review with the governing body.

- The safeguarding team also reviews daily blocked reports from Securly to ensure that the filtering systems are still working.

6.3.3 Appropriate filtering

- RIC's education internet connectivity is provided through SOTA and RIC uses Securly to block access to harmful content.
- Securly blocks college provided internet access to illegal content and activity as identified in the Online Safety Act, including:
  - Child Sexual Abuse Material (CSAM)
  - Controlling or coercive behaviour
  - Extreme sexual violence
  - Extreme pornography
  - Fraud
  - Racially or religiously aggravated public order offences
  - Inciting violence
  - Illegal immigration and people smuggling
  - Promoting or facilitating suicide
  - Intimate image abuse
  - Selling illegal drugs or weapons
  - Sexual exploitation
  - Terrorism
- SOTA is a member of Internet Watch Foundation (IWF) and uses IWF services to block access to CSAM.
- Securly has signed up to Counter-Terrorism Internet Referral Unit list (CTIRU).
- Securly blocks college provided internet access to sites which could promote or include harmful and/or inappropriate behaviour or material. This includes content or activity which promotes hate speech or discrimination, gambling, harmful bullying content,

malware/hacking, misinformation, disinformation, privacy and copyright theft, pornography, self-harm and eating disorders and/or violence against women and girls.

- Our filtering system is operational, up to date and applied to all users, including guest accounts, all college owned or provided devices, systems and networks, and all devices using the college internet connection.
- The DSL and leadership team will work with SOTA, Securly and the Director of IT as appropriate and as identified in section 6.3.2, to ensure that our filtering policy is checked and reviewed to reflect our needs, risks and requirements.
- If there is failure in the software or abuse of the system, for example if students or staff accidentally or deliberately access, witness or suspect unsuitable material has been accessed, they are required to turn off the screen / close the laptop and report the concern immediately to a member of safeguarding staff and report the URL/site/app to the IT team.
- Filtering breaches will be reported to the DSL and technical staff and will be recorded and escalated as appropriate and in line with relevant policies.
- Parents/carers will be informed of filtering breaches involving their child, unless to do so would put a child at risk of harm or compromise a criminal investigation.
- Any access to material believed to indicate a risk of significant harm, or that could be illegal, will be reported as soon as it is identified to the appropriate agencies. This may include but is not limited to the Internet Watch Foundation (where there are concerns about child sexual abuse material), Kent Police, NCA-CEOP, the Local Authority Designated Officer (LADO) or Children's social care.
- If staff are teaching topics which could create unusual activity, or if staff perceive there to be unreasonable restrictions affecting teaching, learning or administration, they will report this to the DSL and/or leadership team.

6.3.4 Appropriate monitoring

- We appropriately monitor the use of all college provided devices and networks to detect safeguarding risks in real or near-real time, including accessing or attempting to access, or engaging with or attempting to engage with illegal and/or harmful/inappropriate content or activity by any user.
- In accordance with our Mobile Phone and Smart Devices policy, RIC has clear expectations regarding the use of personal mobile phones and smart devices by staff, visitors and students. Where personal devices of staff and/or visitors are permitted to access college systems or networks, the college will consider how filtering and monitoring applies in line with safeguarding, data protection, human rights and privacy requirements.
- All users will be informed that use of our devices, systems and networks can/will be monitored and that monitoring will be carried out in line with safeguarding, data protection, human rights and privacy legislation.
- Monitoring systems and processes will be supported by sufficient staff capacity, appropriate safeguarding expertise and clear processes to review, prioritise and act on alerts or reports.
- If a concern is identified via our monitoring approaches:

- Where the concern relates to students, it will be reported to the DSL and will be recorded and responded to in line with relevant policies
- Where the concern relates to staff, it will be reported to the principal (or chair of governors if the concern relates to the principal), in line with our staff code of conduct and this policy.
- If an image is flagged through Securly, where necessary this will be viewed with two members of the safeguarding team and documented on CPOMS following UKCIS guidance.
- where the concern relates to a technical issue or system limitation, it will be reported to the relevant senior leader and the IT team .

- Parents/carers will be informed of safeguarding concerns involving their child identified through our monitoring approaches, unless to do so would put a child at risk of harm or compromise a criminal investigation.
- Where our monitoring approaches detect any immediate risk of harm or illegal activity, this will be reported as soon as possible to the appropriate agencies. This may include, but is not limited to, the emergency services via 999, Kent Police, NCA-CEOP , LADO or children's social care

6.4 Information security and access management

- RIC recognises that information security and access management are part of our wider safeguarding responsibilities. Appropriate security measures will be in place to help protect children, staff, systems, personal information and safeguarding records.
- RIC will take appropriate action to strengthen cyber security, reduce the risk of disruption, prevent data breaches and mitigate safeguarding risks, in line with the DfE Cyber security standards for schools and colleges and relevant data protection law requirements.
- RIC will ensure expectations are in place for secure access to systems and information. This includes arrangements relating to passwords, account access, user permissions, multi-factor authentication where applicable, use of college systems, secure storage of information, reporting concerns and responding to incidents.
- RIC will review the effectiveness of information security, access management and cyber security arrangements periodically, and in response to cyber incidents, data breaches, system changes, technology developments or updates to national guidance.
- Peter Holl, a member of the senior leadership team and Paul Ludlow, governor, are responsible for ensuring that our college has met the DfE cyber security standards for schools and colleges.
- Staff will report concerns about data breaches, cyber security incidents, inappropriate access to systems, lost or stolen devices, compromised accounts, phishing, malware or risks to safeguarding information in line with college procedures.

6.5 Remote learning

- Where RIC provides remote learning, it will be delivered in line with safeguarding, privacy, data protection, acceptable use and online safety requirements.

- Remote learning will take place through college approved systems and channels, for example college email accounts/telephone numbers
- Staff and students will engage with remote learning in line with existing expectations for behaviour, staff conduct, safeguarding and acceptable use.
- Staff will only use college approved platforms, accounts and communication methods when delivering remote learning or communicating with students and families. Any exceptional circumstances which mean this cannot be followed must be discussed with the DSL and/or senior leadership.
- Students, parents/carers and staff will be encouraged to report concerns or issues that arise during remote or online learning. Concerns will be responded to in line with this policy and other relevant college procedures.
- Where remote learning raises a safeguarding or welfare concern, staff will report this to the DSL in line with this policy. The DSL will consider whether a Request for Support should be made.

6.6 Online Safety Training for Staff

- RIC will ensure that online safety is included within safeguarding and child protection training for all staff, including at induction and through regular updates.
- Training and updates will include staff roles and responsibilities in relation to online safety, including filtering and monitoring, acceptable use, reporting concerns and responding to online safety incidents.
- Online safety training will be integrated into the college's wider safeguarding training arrangements. Further information is set out in section 7 of this policy.

6.7 Educating students

- RIC will ensure that students receive age and ability appropriate education to help them understand online risks and how to stay safe online.
- Online safety education will support students to understand safe and respectful use of technology, including content, contact, conduct and commerce risks, reporting concerns and seeking help.
- Online safety will be addressed through the curriculum and wider safeguarding education, including PSHE/RSHE and other appropriate opportunities. Further information is set out in section 9 of this policy.
- Addressing vulnerability as part of a personalised online safety curriculum (e.g., for victims of abuse and SEND).

6.8 Working with parents/carers

- RIC will work in partnership with parents/carers to support children's online safety. We will use appropriate communication channels to reinforce the importance of children being safe online and to share information about online risks, safe technology use, reporting routes and how parents/carers can support children at home.

- RIC will ensure parents/carers are provided with clear information about the college's online safety arrangements. This will include, where appropriate, information about filtering and monitoring systems, what children are being asked to do online, the sites, platforms or services they may be asked to access, and who from the college, if anyone, their child may interact with online.
- Parents/carers will usually be informed and involved where online safety concerns arise involving their child, unless doing so may place a child at increased risk of harm or could undermine a police or statutory safeguarding response.
- Where RIC becomes aware of potentially harmful online risks, challenges, hoaxes or trends, we will respond in a proportionate and safeguarding-led way. Communications with children, staff and parents/carers will aim to provide clear, helpful advice without unnecessarily amplifying harmful content or creating avoidable anxiety.

6.9 Reviewing online safety

- RIC recognises that technology, and the risks and harms related to it, evolve and change rapidly.
- The college will review its approach to online safety at least annually, supported by a risk assessment which considers and reflects the current online risks faced by students.
- The review will consider the effectiveness of the college's wider online safety arrangements, including policies and procedures, staff training, curriculum, student voice, parental engagement, incident records, filtering and monitoring assurance, mobile and smart technology, artificial intelligence, remote learning and information security.

· The governing body leadership team and DSL will use the outcomes of online safety reviews to identify strengths, address gaps and improve the college's approach to keeping children safe online.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- All members of staff have been provided with a copy of Part One of the current version of 'Keeping Children Safe in Education' which must be read and understood.
- College leaders and governors including the DSL will read the full version of KCSIE to ensure they understand the statutory safeguarding requirements placed on schools and colleges.
- All Members of staff sign to confirm that they have read and understood the national guidance and safeguarding information shared with them. This will be through the safeguarding questionnaire given at induction or in September and recorded on the staff training matrix.
- It is a requirement that all members of staff have access to this policy and confirm that they have read and understood its contents. Staff are expected to re-read this policy at least annually and following any updates, so they understand the college's safeguarding expectations, procedures and reporting arrangements.

- All staff will be made aware of the systems within RIC which support safeguarding as part of induction. This will include, but is not limited to:
    - this child protection policy
    - the behaviour policy, including measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying
    - the staff code of conduct, including expectations regarding low-level concerns, allegations against staff, whistleblowing, acceptable use of technology, staff/student relationships and communication, including use of social media
    - the college's safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods
    - the role and identity of the DSL and any deputy DSLs
    - how to report safeguarding concerns, including concerns about children, staff, safeguarding practice or online safety.
- All new staff and volunteers, including agency, supply and third-party staff where appropriate, will receive safeguarding and child protection training as part of induction. This will include online safety and an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Induction training will ensure staff understand the college's internal safeguarding processes, how to identify and report, respond and record concerns, and how to follow local and national safeguarding procedures, including the role of the DSL.
- All staff, including agency, supply and third-party staff where appropriate, will receive safeguarding and child protection training, including online safety, which is updated at least annually. This will ensure staff are aware of a range of safeguarding issues, understand their responsibilities and know how to report concerns.
- Online safety training for staff will be integrated, aligned and considered as part of the whole college safeguarding approach, wider staff training and curriculum planning. This will include staff responsibilities in relation to online safety, acceptable use, mobile phones/smart devices, filtering and monitoring, reporting concerns and responding to online safety incidents.
- In addition to safeguarding and child protection training, all staff will receive regular safeguarding and child protection updates in the weekly staff bulletin, including online safety, as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- RIC recognises the expertise staff build through safeguarding training and through managing safeguarding concerns in practice. Staff will be given opportunities to contribute to and shape college safeguarding arrangements and child protection policies.
- All governors will receive appropriate safeguarding and child protection training, including online safety, at induction. This training will support them to provide strategic challenge and assurance that safeguarding policies, procedures and practice are effective and support the delivery of a robust whole college approach to safeguarding. This training will be regularly updated.

- When considering safeguarding training requirements, RIC will have regard to the Teachers' Standards, including the expectation that teachers manage behaviour effectively to ensure a good and safe educational environment and have a clear understanding of the needs of pupils.
- The DSL and principal will provide an annual report to the governing body detailing safeguarding training undertaken by staff and relevant governors. RIC will maintain an up-to-date record of safeguarding and child protection training

7.2 Safer working practice

- RIC will take steps, through this policy and other relevant college policies and procedures, to promote a culture of continuous vigilance, deter and prevent abuse, and ensure that inappropriate or unsafe behaviour is challenged and responded to appropriately.
- All staff, volunteers, contractors, agency and third-party staff are expected to work within clear expectations for safe and professional conduct, as set out in the college [staff behaviour policy/code of conduct], acceptable use arrangements and other relevant policies. This includes expectations relating to professional boundaries, communication with children and families, physical contact, one-to-one working, confidentiality, information sharing, use of technology, social media, mobile and smart devices, and reporting concerns about the conduct of adults.
- Staff will be made aware of the college procedures for reporting and responding to concerns about adults working with children, including allegations, low-level concerns and whistleblowing. Concerns will be managed in line with the relevant sections of this policy and the college code of conduct
- Staff will be made aware of the college 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 intervention and/or use of reasonable force will be in line with our agreed policy, 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 college policies including staff code of conduct.

7.3 Supervision and support

- RIC will provide appropriate supervision, guidance and support for staff so that they are able to fulfil their safeguarding responsibilities effectively.
- The college will ensure that staff are supported to understand and carry out their responsibilities for safeguarding and promoting the welfare of children, including knowing when and how to seek advice from the DSL.
- Staff will be supported by the DSL in their safeguarding role, including through advice, guidance, debriefing and opportunities to discuss concerns where appropriate.

- RIC recognises that safeguarding work can be complex and emotionally demanding. Any member of staff affected by issues arising from concerns about children's welfare or safety can seek support from the DSL, principal or other appropriate senior leader.
-
- 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.

8 Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- RIC is committed to ensuring that we develop a safe culture and that all reasonable steps are taken to recruit, engage and deploy staff, supply teachers, trainee teachers, volunteers, contractors, agency staff and other third-party staff who are safe and suitable to work with or around children. We recognise that people working in or on behalf of the college must be suitable for their role, have the relevant qualifications, training and experience, and have completed any required safeguarding checks.
- RIC will follow Part three of Keeping Children Safe in Education and relevant guidance from the Disclosure and Barring Service when recruiting staff, supply teachers, trainee teachers, volunteers, contractors, agency staff and others who may work with or around children.
- The governing body and leadership team are responsible for ensuring that safe recruitment processes are followed in line with statutory guidance.
- RIC will ensure safer recruitment, safeguarding checks and related decision-making are carried out fairly, proportionately and in line with safeguarding duties, equality legislation and, where applicable, the Public Sector Equality Duty.
- At least one person involved in conducting interviews will have completed safer recruitment training.
- RIC will maintain an accurate Single Central Record (SCR) in line with statutory guidance.
- Where required, RIC will complete relevant professional status, prohibition, restriction, sanction or direction checks, in line with Part three of KCSIE.
- RIC will determine whether roles, including volunteer roles, are regulated activity in line with KCSIE, DfE Regulated activity in relation to children: scope supporting guidance and relevant legislation. Appropriate safeguarding checks will be completed before individuals start work or volunteering, as required by statutory guidance.
- All staff working in or on behalf of the college are expected to disclose any information that may affect their suitability to work with children. This may include convictions, cautions, court orders, reprimands, warnings or other relevant information and any information where their personal circumstances or associations may present a relevant safeguarding risk. This includes information arising during employment, not only at the point of recruitment. Any information shared will be considered proportionately and in line with safeguarding, HR, data protection and LADO guidance.

- Where RIC organises work experience placements, we will follow the relevant advice and guidance in Part three of KCSIE, including consideration of supervision arrangements, safeguarding responsibilities and any checks required for adults involved in the placement.
- Where RIC organises homestays or exchange visits, we will follow the relevant advice and guidance in Part three of KCSIE and other applicable national guidance.

8.2 Allegations or concerns about staff, including supply teachers, trainee teachers, volunteers and contractors

- RIC will ensure there are clear processes in place to manage any safeguarding concern or allegation, no matter how small, about any adult working in or on behalf of the college. This includes staff, supply teachers, trainee teachers, volunteers, contractors, agency staff and other third-party staff or organisations working with children.
- RIC will respond to any concern or allegation about an adult working in or on behalf of the college in line with Part four of KCSIE and local Kent allegations management arrangements. This includes concerns or allegations that meet the 'harm threshold' and concerns that do not meet the harm threshold, sometimes referred to as 'low-level concerns'.
- RIC will work with relevant agencies, including the Local Authority Designated Officer (LADO) as appropriate. The LADO provides advice and oversight where concerns or allegations indicate that an adult working with children may have harmed a child, may pose a risk of harm to children, may have committed a criminal offence related to a child, or may not be suitable to work with children.
- Concerns or allegations will be recorded and dealt with appropriately. Ensuring concerns are managed effectively protects children and also protects adults working in or on behalf of the college from potential false allegations, misunderstandings or unsafe practice going unaddressed.
- If staff have a safeguarding concern or an allegation is made that another adult working in or on behalf of the college has harmed a child, may have harmed a child, or may pose a risk of harm to children, this will be referred to the principal. The principal will consider whether an onward referral to the LADO is required
- Where the concern or allegation is about the principal, or where there is a conflict of interest in reporting the matter to the principal this will be referred to the safeguarding governor, who will contact the LADO. Where there is a conflict of interest in reporting the matter to the safeguarding governor, the concern will be reported directly to the LADO.
- Where the principal is unsure how to respond, including where it is unclear whether a concern meets the harm threshold, advice will be sought from the LADO
- Where a concern or allegation relates to a supply teacher, trainee teacher, contractor, volunteer, agency worker or other third-party member of staff, RIC will liaise with the relevant employer, agency, training provider, contractor or other organisation as appropriate. The college recognises that safeguarding responsibilities are shared with the relevant third-party organisation; however, this does not remove the college's responsibility to take appropriate safeguarding action, record decisions and involve the LADO where the concern meets, or may meet, the harm threshold.

- Where the concern relates to a trainee teacher, the college will consider the concern in line with Part four of KCSIE, local Kent allegations management arrangements and any relevant partnership arrangements with the training provider. Safeguarding action will not be delayed while responsibility for employment, placement or training arrangements is clarified.
- After resolving or concluding allegations or low-level concerns about adults working in or on behalf of the college, the principal, and the LADO where involved, will consider whether there are lessons to be learned and whether any improvements are required to safeguarding practice, policy, training, supervision or safer working arrangements.
- Where RIC receives an allegation relating to an incident that happened when an individual or organisation was using our premises for activities with children, such as community groups, sports associations or service providers, we will follow our safeguarding policies and procedures and inform the LADO as appropriate.

8.2.1 Concerns that meet the 'harm threshold'

- RIC recognises that an allegation may meet the harm threshold where an adult working in or on behalf of the college 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, local allegations management arrangements and the reporting process set out in section 8.2 above.
- The college is responsible for deciding whether a Request for Support to the Local Authority is required for the child or any other children affected. This may be discussed with the LADO as part of allegations management, but the college will not delay appropriate safeguarding action and will act in line with section 3 of this policy.
- If staff are concerned that appropriate safeguarding action is not being taken following an allegation about an adult working with children, they are advised to follow the college whistleblowing procedure and/or to contact the LADO directly themselves.

8.2.2 Concerns that do not meet the 'harm threshold'

- RIC recognises that concerns or allegations about adults working in or on behalf of the college which do not meet the harm threshold, sometimes referred to as low-level concerns, must still be shared, recorded and responded to appropriately in line with Part four of KCSIE and our staff code of conduct.
- A low-level concern does not mean that the concern is insignificant. A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the college may have acted in a way that is inconsistent with expected professional standards or the college

staff code of conduct. This includes behaviour outside of work where this may affect the adult's suitability to work with children, and where the concern 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 a number of different ways, including through suspicion, complaint, disclosure, observation, allegations made by a child, parent/carer or adult, or information arising from vetting checks.
- RIC will promote an open and transparent culture in which all concerns about adults working in or on behalf of the college are shared responsibly with the right person and dealt with promptly and appropriately. This helps identify inappropriate, problematic or concerning behaviour early, minimises the risk of abuse, and supports adults to understand and maintain appropriate professional boundaries.
- Low-level concerns should be shared confidentially in line with our code of conduct to the principal or the senior vice principal or DSL if they are not available
- The principal will be informed of all low-level concerns in a timely manner and is the ultimate decision-maker in respect of the response to low-level concerns.
- Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, may appear compromising to others, or where, on reflection, they believe they may have behaved in a way that falls below expected professional standards.
- Low-level concerns about supply teachers, trainee teachers, contractors, agency staff, volunteers or other third-party staff will be shared with their employer, agency, training provider or relevant organisation as appropriate, so that any potential patterns of concerning or inappropriate behaviour can be identified and appropriate action taken.
- If the college is in any doubt as to whether a concern meets the harm threshold, advice will be sought from the LADO.
- Low-level concerns will be recorded in writing. Records will include details of the concern, the context in which the concern arose, the action taken and the rationale for any decisions made. Records will be kept confidential, held securely and managed in line with data protection laws and college record retention procedures.
- Low-level concern records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, RIC will consider appropriate action. This may include consulting with the LADO, taking advice from HR, reviewing safeguarding practice, providing additional training or supervision, revising relevant policies, or following disciplinary procedures.
- RIC will consider whether any wider cultural, supervision, training or policy issues may have enabled the behaviour to occur and will take appropriate action to reduce the risk of recurrence.

8.3 Safe Culture

- As part of our approach to safeguarding, the college has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff

(including supply teachers, trainee teachers, volunteers, contractors, agency staff and other third-party staff) and where all concerns are dealt with promptly and appropriately.

- RIC will ensure that all concerns about adults working in or on behalf of the college are taken seriously, shared responsibly, recorded and dealt with promptly and appropriately. This includes concerns that meet, or may meet, the harm threshold and concerns that do not meet the harm threshold.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 college safeguarding arrangements. The leadership team at RIC will take all concerns or allegations received seriously.
- All members of staff are made aware of the college Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague or other adult working with children where this 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.
- RIC 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 student, 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.
    - Where these circumstances arise in relation to a member of staff, volunteer or other adult working in or on behalf of RIC, a DBS referral will be made as soon as possible after resignation or removal, in accordance with statutory guidance and advice from the LADO and HR.
- Consideration is given to making a referral to the TRA (Teaching Regulation Agency) where a teacher has been dismissed (or would have been dismissed had he or she not resigned). It is understood a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'
- Where a case involving concerns or allegations about an adult working in or on behalf of RIC has been concluded, the college will consider whether there are lessons to be learned and whether improvements are required to safeguarding practice, safer working arrangements, staff training, supervision, policy or culture.
- If a residential staff member is suspended from their position, they must also leave their residence immediately. Keys, ID cards and electronic devices will be removed from any suspended member of staff and they will be unable to be on school site unescorted until such time the suspension is lifted.

9 Opportunities to Teach Safeguarding

- RIC will ensure that students are taught about how to keep themselves and others safe, including online, as part of providing a broad and balanced curriculum..
- Relevant issues will be covered through [Relationships Education, Relationships and Sex Education and Health Education, tutorials, pastoral provision, curriculum opportunities, assemblies and wider safeguarding education] as appropriate to phase, age and statutory requirements.
- Students will be taught about how to report concerns in a way that is accessible, trusted, and responsive. Student feedback will be sought to evaluate the accessibility and impact of safeguarding systems, including Whisper, Independent Listener, and designated safeguarding contacts.
- RIC recognises that we play an essential role in helping children to understand what safe and appropriate behaviour looks like, including in relationships with other children and adults. Our curriculum and wider safeguarding education will support students to recognise when they or others may not be safe, and how to seek advice, help and support.
- Our curriculum provides opportunities to develop self-awareness, self-esteem, social and emotional understanding, assertiveness, decision-making and help-seeking skills, so that students have a range of age-appropriate strategies to support their own safety and the safety of others.
- RIC recognises the crucial role we have to play in preventative education. Preventative education is most effective as part of a whole college approach which prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence, sexual harassment, derogatory behaviour and other forms of physical violence or conflict.
- RIC has a clear set of values and standards which are upheld and demonstrated throughout all aspects of college life. These are underpinned by our behaviour policy, pastoral support arrangements and a planned programme of evidence-based [Relationships Education/Relationships and Sex Education/Health Education or equivalent] safeguarding education. This programme is delivered through regularly timetabled opportunities and reinforced through the wider curriculum and college life.
- Our programme will be fully inclusive and age and stage of development appropriate. RIC recognises that a one-size-fits-all approach will not be appropriate for all children, and that some students may need a more personalised or contextualised approach. This may include children who are victims of abuse, neglect or exploitation, children with SEND, children with a social worker, children who are care experienced, young carers and children who may be more vulnerable to online harm or child-on-child abuse.
- Through the curriculum and wider safeguarding education, RIC will support students to learn about relevant safeguarding themes in an age and ability appropriate way. This may include positive relationships and the skills that support them, healthy and respectful relationships, boundaries, consent and kindness in relationships, stereotyping, prejudice and equality, body confidence and self-esteem, recognising and reporting concerns about

abusive relationships, including coercive and controlling behaviour, the concepts of, and laws relating to, sexual harassment, sexual violence and abuse, why sexual harassment and sexual violence are always unacceptable and never the fault of the person who has experienced it, online harms, including sharing images, nudes and semi-nudes, deepfakes, pornography, misogynistic influencers, online bullying, grooming, exploitation, misinformation, disinformation and how and where to access help and support].

- Online safety will be addressed through the curriculum and safeguarding education approaches. This will support students to understand content, contact, conduct and commerce risks, safe and respectful use of technology, privacy, reporting concerns and where to get help. Further information about the college's wider online safety approach is set out in section 6 of this policy.
- RIC systems will support children to speak to a range of trusted staff. All children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.
- RIC recognises the value of external organisations and speakers in enriching safeguarding education. External organisations and speakers will be assessed before they are given access to students. This includes considering the educational value of the input, the age and ability appropriateness of content, alignment with college values and curriculum aims, any safeguarding considerations, and whether relevant checks or supervision arrangements are required.
- When using external visitors or resources, RIC will remain responsible for ensuring that safeguarding education is accurate, appropriate, inclusive and delivered in a way that supports children's safety and wellbeing.

10 Physical Safety

10.1 Restrictive Interventions, including the Use of 'Reasonable Force

- There may be circumstances when it is necessary for college staff to use restrictive interventions to safeguard children, staff or others from harm. This approach is informed by the DfE guidance Restrictive interventions, including the use of reasonable force in schools.
- 'Restrictive interventions' is an umbrella term that refers to any action, planned or reactive, that limits a pupil's movement, liberty or freedom. This includes, but is not limited to:
  - the use of reasonable force.
  - physical restraint.
  - non force restrictive practices.
  - seclusion, where a pupil is prevented from leaving a space for safety reasons.
- The college is committed to minimising the need for restrictive interventions through positive behaviour support, early intervention and de-escalation strategies.
- Restrictive interventions will only be used when necessary, never as a punishment, and only where there is a real risk of harm.

- Any use of reasonable force will be lawful, necessary and proportionate. It will involve no more force than is necessary, will be used for the shortest possible time, and will depend on the individual circumstances.
- Particular care will be taken when supporting pupils with SEND or other vulnerabilities, recognising that these pupils may be disproportionately affected. Reasonable adjustments and preventative approaches will be considered where appropriate.
- In line with the DfE statutory guidance, all significant incidents involving restrictive interventions, including the use of reasonable force, restraint or seclusion, will be recorded in writing as soon as practicable and reported to parents/carers as soon as practicable, unless doing so would place a child at risk of harm or compromise a safeguarding or criminal investigation.
- Records will be reviewed by college leaders and governors to support safeguarding oversight, identify patterns, consider any disproportionate impact and inform staff training, support and policy development.
- Further detail regarding behaviour management, de-escalation strategies, staff training and physical intervention can be found in the restrictive interventions, including the use of reasonable force policy, behaviour policy and staff code of conduct.

10.2 Safeguarding in physical spaces, sport and residential arrangements

- RIC recognises that safeguarding children includes ensuring that physical spaces, activities and accommodation arrangements are safe, appropriate and protect children's privacy, dignity and wellbeing.
- RIC will consider its safeguarding duties alongside its obligations under equality and human rights legislation when making decisions about toilets, changing rooms, showers, sport, physical education, residential accommodation, educational visits and other physical arrangements.
- Toilets, changing rooms, showers and other intimate or private spaces will be managed in line with KCSIE, relevant premises requirements, safeguarding duties and the college's local arrangements. The college will ensure that arrangements do not compromise the safety, comfort, privacy or dignity of any child.
- Where a child requires an alternative arrangement in relation to toilets, changing rooms, showers, sport, residential accommodation or similar provision, the college will consider this through a careful, recorded and safeguarding-led process. This will include consideration of the child's needs and wishes, the safety and welfare of other children, relevant legal duties, practical arrangements and any relevant guidance. Where the request relates to a child who is questioning their gender, this will be considered in line with section 5.12 of this policy.
- Sport, PE and other physical activities will be organised with due regard to children's safety, fairness, supervision, privacy and individual needs. Where activities are organised by sex for reasons of safety, fairness or safeguarding, arrangements will be made in line with KCSIE, the Equality Act and relevant college policies.

- Where RIC arranges overnight visits, trips, camps, boarding, residential accommodation or similar activities, sleeping and accommodation arrangements will be risk assessed and planned to safeguard all children. This will include consideration of supervision, privacy, dignity, individual needs, SEND, medical needs, relationships between children, child-on-child abuse risks and any additional vulnerabilities.
- Where RIC provides boarding, residential accommodation or other overnight provision, safeguarding arrangements will reflect the additional risks and requirements associated with children living away from home, including relevant national minimum standards, regulations and guidance. The DSL will work with relevant staff, the host local authority and, where applicable, placing local authorities to ensure children are safeguarded and supported.
- Any decisions or individual arrangements made under this section will be recorded, reviewed as appropriate and shared with relevant staff on a need-to-know basis, in line with safeguarding, confidentiality and data protection requirements.

10.3 Site security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into college as outlined within national guidance. Visitors will be expected to sign in and out via the office and to display a visitor's badge whilst on site.
- For visitors attending in a professional capacity from partner agencies, such as social workers, Family Help practitioners, health professionals, police officers or other professionals, RIC will check their identity and purpose for visiting. The college will not routinely require these professionals to provide evidence of an individual DBS certificate before accessing children, as appropriate safeguarding checks are expected to have been undertaken by their employer. Where there are any concerns about identity, purpose, professional status or suitability, these will be clarified with the professional's employer or relevant agency before access is agreed, unless doing so would delay an urgent safeguarding response.
- Any individual who is not known or identifiable on site should be challenged by staff for clarification and reassurance. Children will be encouraged to report any concerns about unknown or unidentified adults to a member of staff.
- RIC will not accept the behaviour of any individual, including parents/carers, visitors or members of the public, that threatens site security or causes children, staff or others to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access to the college site.
- Any site security concern which may indicate a safeguarding risk will be reported to the DSL and responded to in line with this policy.

August 2022	KS	AB	August 2022
October 2022	KS	AB	August 2022
August 2022	KS	AB	August 2022
August 2023	KS	AB	August 2023
January 2024	KS	AB	January 2024
June 2024	KS	AB	June 2024
September 2024	KS	AB	September 2024
September 2025	KS	AB	September 2025
November 2025	KS	AB	November 2025
March 2026	KS	AB	March 2026
September 2026	KS	AB	September 2026

This policy has been authorised by the Principal and the Safeguarding Governor:

Name of Principal: Alistair Brownlow

Signed:

Date: 1st September 2026

Name of Safeguarding Governor: Paul Ludlow

Signed:

Date: 1st September 2026

Appendix 1: Local Support

All members of staff in RIC are made aware of local support available.

- Medway Safeguarding students Partnership: 01634 336 329
- Medway Council Social Care 01634 334 466
- Medway Out of Hours exclusive of 9:00-17:00 Mon-Fri 03000 419 191
- Early Help Coordinator 9am-5pm - Rochester East, Chatham and Walderslade:; 01634 336641
- Independent Schools Inspectorate 0207 600 0100
- Non-emergency police number 101
- DfE helpline 0207 3407264
- NSPCC Whistleblowing helpline 0800 028 0285
- Safeguarding Governor Paul Ludlow 0203 696 5300
- Fiona Veitch Education Safeguarding Officer Medway fiona.veitch@medway.gov.uk 01634 331 464
- Kate Barry Education Safeguarding officer Medway kate.barry@medway.gov.uk 01634 331464
- Karen Harper Family Solutions Coordinator Medway karen.harper@medway.gov.uk 07525 925 952
- Medway LADO Admin Phone number - 01634 331 065
- Local Authority Designated Officer - 01634 331 307 or 01634 336204

Appendix 2: Categories of Abuse

Abuse, neglect, harm and exploitation are rarely standalone events that can be covered by one definition or label. In many cases, multiple issues will overlap.

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. Children may be abused in a family or in an institutional or community setting by those known to them or by others. Abuse can be carried out both on and offline and can be perpetrated by men, women, and other children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Sexual abuse: involves forcing or enticing a child to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the college's policy and procedures for dealing with it.

Signs that may indicate Sexual Abuse

- Sudden changes in behaviour and/or education performance.
- Depression/withdrawal.
- Regression to younger behaviour.
- Sexualised behaviour or displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation, attempts at suicide
- Fire setting.
- Alluding to secrets which they cannot reveal, secrecy relating to use of technology, or unexplained gifts or money.
- Clinginess and/or need for constant reassurance
- Distrust of familiar adults or anxiety about being left with specific people.
- Fear of undressing, for example for PE.
- Sexually transmitted infection or pregnancy.

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. 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, abrasions or injuries around the face, mouth, cheeks or soft areas of the body.
- Bi-lateral injuries, fingertip bruising, bite marks, strap marks, welts or injuries suggesting beatings.
- Burns or scalds, including unusual patterns, spread of injuries or deep contact burns such as cigarette burns.
- Injuries that cannot be accounted for, or explanations which are inadequate, inconsistent, excessively plausible, or where there is a delay in seeking treatment.
- Covering arms and legs even when hot.
- Inappropriate or harmful medication use.
- Aggressive behaviour or severe temper outbursts.

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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

- Overreaction to mistakes.
- Lack of self-confidence or self-esteem.
- Excessive need for approval, attention and affection.
- Sudden speech disorders.
- Unwillingness or inability to play.
- Extremes of passivity and/or aggression.
- Self-harm, eating disorders.
- Fear of parents being contacted.
- Compulsive stealing or drug, alcohol or solvent misuse.
- Secrecy relating to use of technology.

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child 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, non-attendance or running away.
- Untreated medical problems.
- Loss of weight/being constantly underweight.
- Poor relationships with peers, low self-esteem or withdrawn presentation.
- Compulsive stealing and/or scavenging.
- Rocking, hair twisting or thumb sucking.

Appendix 3: Support Organisations and Resources

KSCMP

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

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 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
- NSPCC Whistleblowing helpline: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line
- Shout: www.giveusashout.org

Support for pupils/students

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

Support for Adults

- 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/
- 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
- Report Fraud: www.reportfraud.police.uk
- Shout: www.giveusashout.org

Support for Special Education Needs and Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk
- Kent Autistic Trust: www.kentautistictrust.org
- AFASIC: www.afasic.org.uk
- National Autistic Society: www.autism.org.uk
- Kent County Council: www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/support-for-parents-with-send-children
- Information Advice and Support Kent (IASK): www.iask.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: www.wearewithyou.org.uk/services/kent-for-young-people
- Talk to Frank: www.talktofrank.com

Domestic Abuse

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

Exploitation, violence and modern slavery and trafficking

- KSCMP: www.kscmp.org.uk/guidance/exploitation
- Kent & Medway Violence Reduction Unit: https://kentandmedwayvru.co.uk/
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

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

Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- FGM Factsheet
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

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

Child-on-child abuse, including harassment and violence

- NSPCC Problematic and harmful sexual behaviour: https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk/advice/creating-safer-places/help-and-advice-for-schools
- Stop it Now! www.stopitnow.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk
- Centre of expertise on Child Sexual Abuse: www.csacentre.org.uk
- Lucy Faithfull Foundation 'Shore Space': https://shorespace.org.uk/

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.ceopeducation.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com

- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk
- Gov.UK: https://kidsonlinesafety.campaign.gov.uk/
- Molly Rose Foundation: https://mollyrosefoundation.org

Mental Health

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

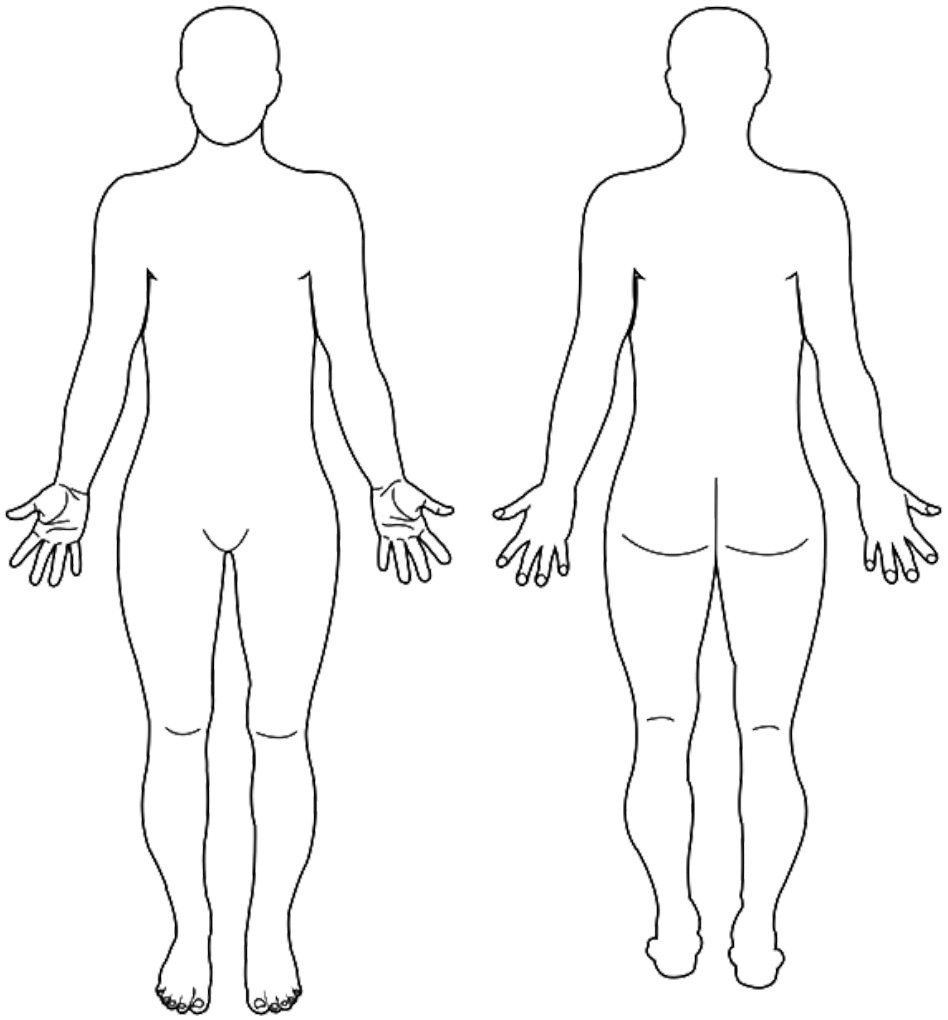
Kent Therapeutic Alliance

Appendix 4 - Low level concerns record
2026/27

Date the concern was raised	
Date of conclusion	
Name of the person the concern has been raised against.	
Name of the individual sharing the concern (confidentially is to be protected as far as reasonably possible)	
Name and role of the person completing this form (ensuring that any delegation comes directly from the Principal)	
Details of the Concern, including the context in which the concern arose.	
Action Taken	
Conclusion, including any further actions	

Appendix 5 - CHILD PROTECTION RECORD – Report of a Concern

Date of incident	

Name of referrer and contact details		Role of referrer:	
Students name (if known):		Year Group / class:	
Details of concern:	● *use body map if appropriate (with advice of Designated Lead)* ● *use initials for other children / young people involved, unless there is a specific need to name them in full* ● *contemporaneous notes, if taken, may be attached to this form*		
Reported to:		Role of person reported to:	
Signed:			

Body Map