FLEXI-SCHOOL DYSLEXIA

CHILD PROTECTION AND SAFEGUARDING POLICY

2026–27

Lested Lodge, Lested Hall
Plough Wents Road, Chart Sutton, Maidstone, Kent ME17 3SA

CONTROLLED SAFEGUARDING DOCUMENT

This is a core FSD policy. All staff, volunteers and other adults working on behalf of FSD must have access to it, understand the procedures relevant to their role and act immediately on safeguarding concerns.

Prepared for	Flexi-SchoolDyslexia (FSD)
Prepared by	Matt Algar, Business Manager / Designated Safeguarding Lead
Reviewed by	Narinda Algar, Headteacher / Lead Specialist Teacher
Document reference	FSD-SG-01
Version / issue date	Version 2.0 / September 2026
Effective date	1 September 2026
Next review	September 2027, or sooner following legal, safeguarding or organisational change
Distribution	All employees; workers, volunteers, supply/agency staff, students and contractors as relevant
Storage	Controlled electronic copy and signed staff acknowledgement
Supersedes	FSD Child Protection Policy 2025–26

OPERATING PROFILE COVERED

Small specialist, independent, part-time SEND intervention and childcare provision | approximately ages 6–16 | up to 14 pupils on site at one time | groups normally 4 and never more than 6 | term-time weekdays.

Contents

Section	Title
1	Child-focused approach to safeguarding
2	Key responsibilities
3	Child protection procedures
4	Specific safeguarding issues
5	Supporting children who may be at greater risk of harm
6	Online safety
7	Staff engagement and expectations
8	Safer recruitment and safeguarding concerns about adults
9	Opportunities to teach and promote safeguarding
10	Physical safety
11	Local safeguarding support and contacts
Appendix 1	Categories of abuse
Appendix 2	Support organisations and official reference sources
Staff acknowledgement	Read and sign record

IMMEDIATE SAFEGUARDING RULE

If a child is in immediate danger, call 999. Safeguarding action must never be delayed because the DSL is unavailable or because a written record has not yet been completed.

What to do if you have a welfare or safeguarding concern

Concerns may arise because of something a child says, a change in behaviour or presentation, unexplained injuries, persistent absence, information from a parent or professional, concerning online behaviour, child-on-child behaviour, or a concern about an adult working with children.

1. Listen carefully and remain calm.
2. Reassure the child that they have done the right thing by speaking.
3. Do not promise confidentiality.
4. Do not interrogate or investigate. Use open clarification only where genuinely necessary, for example Tell, Explain, Describe (TED).
5. Report the concern to the DSL or a Deputy DSL without delay.
6. If a child is in immediate danger, call 999.
7. Make an accurate safeguarding record as soon as possible.

RECORDING RULE

Use the child's own words wherever possible. Records must be clear and factual and must distinguish between what was directly seen or heard, information reported by another person, historic information, and any professional opinion or assessment.

1. Child-focused approach to safeguarding

1.1 Introduction

Flexi-SchoolDyslexia (FSD) recognises its responsibility to safeguard and promote the welfare of children. Safeguarding is everyone's responsibility. All staff, volunteers, leaders and other adults working on behalf of FSD have a role in creating an environment in which children are safe and feel safe.

The best interests of the child are at the heart of FSD's safeguarding practice. A child means anyone who has not yet reached their eighteenth birthday.

All children have equal rights to protection from harm. FSD will have regard to each child's age, development, communication needs, disability or SEND, sex, race, culture, language, religion, sexual orientation and other individual circumstances when assessing safeguarding needs.

SAFEGUARDING MINDSET

Staff will maintain an attitude of "it could happen here". Where a member of staff has a concern about a child's welfare, they must act in the child's best interests and act immediately.

This policy applies principally to children attending FSD but may also apply where safeguarding information becomes known to FSD about another child connected with the provision, including siblings, persons under 18 undertaking work experience or placement activity, or other children who may be at risk.

FSD will provide an ethos in which children are respected, encouraged to speak openly and know that adults will listen to and take them seriously. Children's wishes and feelings will be considered when deciding what safeguarding action to take, while recognising that safeguarding action may sometimes be required notwithstanding a child's or parent's wishes.

FSD adopts a trauma-informed and neurodiversity-aware approach to safeguarding. Behaviour will be considered within its wider context, including whether trauma, communication difficulty, unmet SEND, abuse, neglect or exploitation may underlie a child's presentation.

1.2 Core safeguarding principles

- Prevention: a positive, supportive and safe culture; safeguarding education; early identification of concerns; and safer recruitment.
- Protection: agreed procedures, trained staff and prompt, proportionate action when concerns arise.
- Support: a child-centred response for children and families, including additional or specialist support where needed.
- Collaboration: constructive work with parents where safe and appropriate, registered schools, local authorities, police, health professionals and other agencies.

1.3 Prejudice, discrimination and barriers to disclosure

FSD recognises that children can experience harm arising from racism, religious or faith-based prejudice, sexism, misogyny, homophobia, biphobia, disability discrimination and other prejudicial or discriminatory behaviour. Such experiences will not be dismissed as ordinary teasing or behaviour matters where they affect a child's safety or welfare.

A child may not be ready or able to tell someone what has happened, may not recognise an experience as abusive, may fear consequences, may have been threatened or groomed, or may have SEND or communication barriers. The absence of a disclosure does not prevent staff exercising professional curiosity and reporting concerns to the DSL.

1.4 Policy and legislative context

FSD is not a mainstream school. It is a small, specialist, independent, part-time SEND intervention and childcare provision. FSD will comply with the safeguarding legislation, statutory requirements and local multi-agency procedures applicable to its provision and adopts relevant good practice from Keeping Children Safe in Education 2026 (KCSIE) as a safeguarding benchmark.

This policy has been developed with reference to, where applicable:

- Children Act 1989 and Children Act 2004;
- Working Together to Safeguard Children 2026;
- Keeping Children Safe in Education 2026;
- Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures and Kent Support Level Guidance;
- Childcare Act 2006 and associated childcare requirements where applicable;
- Safeguarding Vulnerable Groups Act 2006, as amended;
- Crime and Policing Act 2026 where relevant and commenced;
- Counter-Terrorism and Security Act 2015 and current Prevent Duty guidance;
- Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- Human Rights Act 1998 and Equality Act 2010; and
- the current Early Years Foundation Stage statutory framework insofar as it applies to FSD's registered childcare activities.

1.5 Definition of safeguarding

For the purposes of this policy, safeguarding and promoting the welfare of children includes:

- providing help and support as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children's mental or physical health or development;
- ensuring children grow up in circumstances consistent with safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection forms part of safeguarding and relates to action taken to protect children who are suffering, or are likely to suffer, significant harm. Safeguarding concerns can arise online and offline and may occur simultaneously in both environments.

1.6 Specific safeguarding issues

FSD recognises that safeguarding includes, but is not limited to:

- abuse and neglect; bullying and cyberbullying; child-on-child abuse, harassment and violence; harmful sexual behaviour;
- making or sharing nudes and semi-nudes, including digitally altered or AI-generated imagery;
- child sexual exploitation (CSE), child criminal exploitation (CCE), county lines, organised criminal exploitation, modern slavery and trafficking;
- financial exploitation; extra-familial harm; serious violence; weapon-related safeguarding concerns;
- domestic abuse; teenage relationship abuse; stalking; child-to-parent or caregiver abuse;
- substance misuse; fabricated or induced illness; faith abuse; so-called honour-based abuse; FGM and forced marriage;
- homelessness; children absent or missing from education; children missing from home or care; children with family members in prison;
- mental-health-related safeguarding concerns; online safety; grooming; generative artificial intelligence risks; radicalisation and extremism; and private fostering.

1.7 Related FSD policies and procedures

- Staff Code of Conduct / Staff Behaviour Policy;
- Pupil Behaviour and Anti-Bullying procedures;
- Online Safety, Mobile and Smart Devices, Acceptable Use and Image Use policies;
- Data Protection, Confidentiality, Records Retention and Information Sharing procedures;
- Attendance and Missing Child procedures;
- Safer Recruitment and Managing Allegations / Low-Level Concerns procedures;
- Whistleblowing and Complaints procedures;
- Physical Intervention / Restrictive Intervention procedures;
- Personal and Intimate Care, First Aid, Medication, Allergies and Health and Safety procedures; and
- relevant site, activity, online-tool and individual pupil risk assessments.

1.8 Policy compliance, monitoring and review

This policy will be reviewed at least annually and earlier where required by changes to law, statutory or local safeguarding guidance, FSD procedures, emerging risks, significant incidents or learning from practice.

All staff, including relevant temporary and agency staff and volunteers, will be given access to this policy. As an FSD safeguarding requirement, all staff will also read Part One of Keeping Children Safe in Education 2026 in full. The DfE Part One overview may be used as a quick-reference aid but does not replace Part One.

Staff will confirm that they have read and understood the documents required for their role. Parents and carers may access this policy through FSD or on request.

2. Key responsibilities

2.1 FSD leadership and proprietor

FSD leadership has strategic responsibility for ensuring effective safeguarding arrangements. Leadership will:

- promote a whole-provision safeguarding culture and place the best interests of children at the centre of operational decisions;
- ensure effective child-protection procedures and prompt action when concerns arise;
- provide the DSL and Deputy DSLs with sufficient status, training, resources and time;
- maintain safer recruitment arrangements and appropriate vetting records;
- oversee online safety, filtering and monitoring;
- ensure staff receive safeguarding training and updates;
- review safeguarding systems, patterns, incidents and lessons learned; and
- ensure this policy reflects FSD's actual operating model rather than generic school terminology.

2.2 Designated Safeguarding Lead and Deputy DSLs

FSD has appointed Matt Algar, Business Manager, as Designated Safeguarding Lead (DSL). The DSL has overall lead responsibility for safeguarding and child protection within FSD. Activities may be delegated to appropriately trained Deputy DSLs, but ultimate lead responsibility remains with the DSL.

- Deputy DSL: Lucy Smith, Office Manager – lucy@FSD.co.uk – 07588 856544
- Deputy DSL: Heather Barrow – heather@FSD.co.uk – 07588 856544

The DSL and Deputy DSLs will, as appropriate:

- act as a central point for safeguarding concerns and maintain FSD's safeguarding recording system;
- coordinate safeguarding action and support staff;
- make or oversee referrals and liaise with registered schools and other education providers where appropriate;
- work with children's social care, Family Help practitioners, police, health professionals and other agencies;
- contribute to Child Protection Conferences, Core Groups, Child in Need, Family Help and other multi-agency meetings;
- understand Kent Support Levels, information-sharing expectations, online safety, filtering and monitoring;
- oversee transfer of safeguarding information and promote continuity of support; and
- ensure appropriate safeguarding cover whenever the DSL is unavailable.

2.3 DSL continuity and cover

FSD will maintain robust safeguarding cover whenever the DSL is unavailable. The named Deputy DSLs will provide cover and FSD will maintain a clear, confidential reporting arrangement so that safeguarding concerns continue to be received, reviewed, acted upon and escalated without delay.

NO DELAY

The absence of the DSL must never result in safeguarding action being delayed. Where FSD activity takes place outside normal provision hours, appropriate safeguarding cover will be identified in advance.

2.4 DSL and Deputy DSL training

The DSL and Deputy DSLs will receive role-specific training and ongoing professional development. Training and updates will cover, as relevant, child-protection procedures, Kent Support Levels, Family Help, sections 17 and 47 Children Act 1989, information sharing, safeguarding records, SEND, medical conditions, young carers, CSE/CCE, serious violence, Prevent, harmful sexual behaviour, online safety, generative AI, filtering and monitoring, safer recruitment, allegations and low-level concerns.

2.5 Responsibilities of all staff

Every member of staff must:

- provide a safe environment in which children can learn and remain alert to concerns arising at home, FSD, another education setting, in the community or online;
- recognise indicators of abuse, neglect and exploitation and understand that safeguarding issues often overlap;
- know how to respond to disclosures, act immediately on concerns and know who the DSL and Deputy DSLs are;
- understand FSD's reporting and referral arrangements, including that any staff member may make a referral where necessary;
- maintain appropriate confidentiality and share information when necessary to protect children;
- understand universal/community-based early help, Family Help and statutory safeguarding routes;
- undertake required safeguarding training, maintain professional curiosity and challenge unsafe or discriminatory behaviour; and
- comply with the Staff Code of Conduct and relevant professional standards.

DO NOT ASSUME SOMEONE ELSE WILL ACT

Staff must never assume that a colleague, school or other professional will share information or take action that may be critical to keeping a child safe.

2.6 Children

FSD will seek to ensure that children feel safe, know that adults will listen, know how to report concerns, are taken seriously, are not blamed for abuse, can express their wishes and feelings, understand that adults may sometimes need to share information to protect them, and receive help from trusted adults.

Communication will be adapted where a child has dyslexia, SEND, speech or language difficulties, neurodevelopmental differences or other barriers. Children will be given appropriate processing time and accessible ways to communicate.

2.7 Parents and carers

FSD aims to work in partnership with parents and carers where it is safe and appropriate. Parents/carers are encouraged to provide accurate emergency and welfare information, notify FSD of significant issues affecting their child, reinforce safe online behaviour, raise concerns promptly and engage with support.

There are circumstances in which FSD must share safeguarding information or make a referral without parental consent, particularly where seeking consent could place a child at increased risk or delay necessary child-protection action.

3. Child protection procedures

3.1 Recognising abuse, neglect and exploitation

FSD will maintain an attitude that “it could happen here”. Abuse, neglect, exploitation and other safeguarding concerns are often overlapping and may not fit a single definition. Indicators should not be treated as proof that abuse has occurred, but staff must not wait for proof before raising a concern.

Safeguarding risks may arise within the family, peer relationships, intimate teenage relationships, the wider community, organised criminal networks, another educational setting or online. Technology may facilitate abuse occurring simultaneously online and offline.

Staff should consider the behaviour and presentation of adults around the child. Concerning parent/carer behaviour, substance misuse, domestic abuse or deterioration in an adult’s functioning may form part of the child’s safeguarding picture.

3.2 Responding to safeguarding concerns

When a child tells a member of staff about abuse, neglect or exploitation, staff should:

- listen carefully, remain calm and use the child’s own language;
- be non-judgmental and avoid expressing shock or disbelief;
- avoid leading questions and use open clarification only where necessary;
- never promise confidentiality;
- reassure the child that they are being taken seriously and explain what will happen next;
- record the information accurately; and
- inform the DSL or Deputy DSL without delay.

If a safeguarding concern exists but the child has made no disclosure, staff should still speak to the DSL. If the DSL or Deputy DSL is unavailable, this must not delay action. For child-specific safeguarding advice or referral, FSD will use Kent Front Door / Children’s Services arrangements.

3.3 Kent Support Levels, early help and Family Help

The DSL will use the current Kent Support Level Guidance and KSCMP procedures to determine the appropriate response.

- Levels 1–2: needs that can be met by universal services, FSD support, community-based help or local early-help resources.
- Level 3: multiple or complex needs requiring coordinated Family Help, including targeted early help and, where appropriate, statutory support under section 17 Children Act 1989.
- Level 4: children in need of protection, including concerns that a child is suffering or is likely to suffer significant harm and may require section 47 intervention.

Where Family Help is appropriate, FSD will normally work openly with the family and support assessment and planning. Where significant harm is suspected, parental consent is not a precondition to safeguarding action.

IMMEDIATE DANGER

If a child is in immediate danger, call 999. FSD will not investigate suspected significant harm as a single agency.

3.4 Informing parents and consent

For Family Help and other non-statutory support, FSD will normally discuss the proposed support with the family and seek their engagement. Where concerns meet the child-protection threshold, information may be shared and a Request for Support made without consent.

Parents/carers should usually be informed where safe and appropriate, unless doing so could place the child or another person at increased risk, lead to evidence being lost or destroyed, undermine a police or social-care investigation, or professional advice indicates that parents should not yet be informed.

3.5 Child protection and safeguarding records

All safeguarding concerns, disclosures, discussions, decisions and reasons for decisions will be recorded promptly and securely. Records will include a clear summary of the concern, dates and times, the child's own words where appropriate, action taken, persons consulted, decisions reached, reasons, referrals, follow-up and outcome where known.

Safeguarding records must be clear, accurate and factual. They will distinguish between information directly observed, information reported by another person, historical information and professional opinion or assessment. Professional opinion may be recorded but must be clearly identified as such.

Where there is an immediate concern, reporting and protective action take priority over completing written records. A body map may be completed where visible injuries are relevant. Staff must not photograph injuries on personal devices or undertake a physical examination for safeguarding purposes.

The DSL is responsible for the integrity and security of FSD's central safeguarding record. Safeguarding information must not remain solely in individual notes, emails, Class Dojo messages, text messages or other informal systems. Relevant information received through another channel must be transferred promptly into the agreed safeguarding record.

3.6 Transferring safeguarding information

Where a child leaves FSD or responsibility for safeguarding information needs to pass to another appropriate setting, relevant information will be transferred securely and without unnecessary delay. Where FSD is transferring a formal child-protection file, this should normally occur within 5 days of an in-year transfer or within the first 5 days of the start of a new term where appropriate.

Where significant current concerns exist, the DSL should not rely solely on sending a file. Where appropriate, the DSL will speak directly with the receiving safeguarding lead before transfer. A clear safeguarding summary should distinguish current risk, significant historical information, professional involvement, support already provided, outstanding actions and arrangements needed by the receiving provision.

3.7 Multi-agency working

FSD recognises that effective safeguarding requires organisations and professionals to work together. FSD will cooperate with KSCMP arrangements and contribute appropriately to multi-agency work, including Family Help assessments, Child in Need plans, Child Protection Conferences, Core Groups, strategy processes and other safeguarding meetings.

FSD may work with children's social care, Family Help practitioners, police, health professionals, mental-health services, speech and language therapists, educational psychologists, SEND professionals, specialist teachers, registered schools, local authorities and other relevant providers.

FSD will provide access to children's social care where required to undertake or consider assessments under sections 17 or 47 Children Act 1989.

3.8 Children attending more than one setting

Where a child attending FSD remains on roll at, attends or receives education through another school or setting, FSD will work collaboratively with that organisation where necessary to safeguard and promote the child's welfare.

Relevant safeguarding information will be shared lawfully, proportionately and on a need-to-know basis. Attendance at FSD does not remove statutory safeguarding responsibilities retained by a registered school, local authority or other statutory organisation. Equally, FSD will not assume another organisation will act upon safeguarding concerns that become known to FSD.

3.9 Confidentiality and information sharing

FSD recognises that appropriate information sharing is essential to effective safeguarding. Staff must protect children's privacy, but confidentiality must never prevent necessary safeguarding action. A child must never be promised that information about abuse or safeguarding concerns will remain secret.

FSD will have regard to the Data Protection Act 2018, UK GDPR, Data (Use and Access) Act 2025, current DfE information-sharing guidance and KSCMP procedures. Data-protection law does not prevent lawful and proportionate information sharing for safeguarding purposes.

When deciding whether to share information, staff and DSLs should consider what is relevant, why it needs to be shared, with whom, the consequences of sharing it and the consequences of not sharing it. Significant decisions to share or withhold safeguarding information, and the reasons, should be recorded.

3.10 Escalation, professional challenge, complaints and whistleblowing

Where FSD remains concerned about a child following a referral, consultation or decision by another agency, the DSL will seek clarification, re-refer where appropriate and use the relevant Kent professional-challenge arrangements until satisfied that the child's circumstances have been appropriately considered.

Staff who believe FSD is failing to respond appropriately to a safeguarding concern should use FSD's internal escalation or whistleblowing arrangements. Where they do not feel able to raise concerns internally, they may use an appropriate external route.

4. Specific safeguarding issues

4.1 Child-on-child abuse, harassment and violence

FSD recognises that children can abuse other children. Child-on-child abuse can happen at FSD, at school, at home, in the community, within intimate relationships, while travelling and online.

It may include:

- bullying, cyberbullying and prejudice-based or discriminatory bullying;
- abuse in intimate relationships, coercive or controlling behaviour and stalking;
- physical assault, serious violence and threats involving knives or other weapons;
- sexual violence, sexual harassment and harmful sexual behaviour;
- forcing another child to engage in sexual activity;
- making or sharing nudes or semi-nudes, including manipulated or AI-generated sexual imagery;
- financial exploitation;
- upskirting; initiation or hazing; and
- other abusive or exploitative behaviour.

FSD adopts a zero-tolerance approach to child-on-child abuse. Abuse will never be dismissed as "banter", "having a laugh", "part of growing up" or "boys being boys". The absence of reported incidents does not mean abuse is not occurring.

Child-on-child abuse is a safeguarding issue for all children involved. The child who has experienced harm must be protected and supported. A child alleged to have displayed abusive behaviour may also have safeguarding needs. This does not minimise the impact on the child harmed; it ensures a child-centred safeguarding response to all involved.

Abusive behaviour occurring outside FSD will be considered where it affects a child's safety, relationships within FSD, another child's welfare or creates ongoing safeguarding risk.

4.2 Harmful sexual behaviour, sexual harassment and sexual violence

FSD recognises sexual behaviour on a continuum ranging from developmentally expected behaviour through inappropriate or problematic behaviour to harmful sexual behaviour, sexual harassment and sexual violence. Sexual violence and sexual harassment are never acceptable.

Children who report sexual violence or harassment will be taken seriously regardless of how long it has taken them to come forward. They will not be blamed, shamed or made to feel that they have created a problem by reporting.

The DSL will consider an immediate safeguarding and risk assessment, including the needs of the child harmed, the child alleged to have displayed the behaviour, other affected children, ages and development, SEND, power imbalance, coercion, patterns of behaviour, online elements, criminality, CSE/CCE, risk of retaliation, the children's wishes and measures needed to enable safe attendance.

Possible responses include pastoral support, safety planning, changes to supervision, parental involvement where appropriate, Family Help, children's social care, specialist harmful-sexual-behaviour services and/or police involvement.

4.3 Making or sharing nudes and semi-nudes

FSD recognises that making or sharing nude or semi-nude imagery involving children is a safeguarding issue. This includes imagery created by a child, another child or an adult, and imagery digitally altered or wholly or partly generated using artificial intelligence, including material sometimes described as deepfakes or deep nudes.

When staff become aware of such imagery they must:

- report the concern to the DSL immediately;
- not investigate or ask children to show or forward imagery;
- not intentionally view, copy, print, photograph, save or forward imagery unless specifically required within an authorised safeguarding process;

- not ask a child to download it;
- not blame or shame any child; and
- reassure the child and preserve relevant information without unnecessarily handling the imagery.

EVERY INCIDENT REQUIRES A SAFEGUARDING RESPONSE

Every incident involving a child making or sharing a nude or semi-nude image will receive an appropriate safeguarding response, regardless of whether those involved describe the activity as consensual or non-consensual.

The DSL will consider coercion, blackmail, grooming, age and development, SEND or capacity, age differences, adult involvement, distribution, AI/manipulation, whether sexual acts are depicted and whether any child is at immediate risk. Children's social care and/or police will be contacted where necessary.

4.4 Child sexual exploitation and child criminal exploitation

FSD recognises CSE and CCE as forms of abuse. Children may be coerced, manipulated, deceived or threatened into sexual or criminal activity. Exploitation may involve an individual, peer group, organised network, gang, family member or online offender.

Children may not recognise themselves as victims and may believe the exploiter is a friend, partner, protector, employer or member of their own social group.

A child involved in criminal offending must not automatically be viewed simply as an offender. Staff will consider whether the child has been threatened, coerced, groomed, trafficked, controlled or exploited. CCE may constitute modern slavery and may include county lines activity, drug supply, theft, robbery, violence, carrying weapons, financial exploitation or money laundering.

4.5 Serious violence and weapons

Staff will remain alert to unexplained injuries or possessions, significant changes in friendships, associations with older people or groups, persistent absence, deterioration in engagement, secrecy, threats, evidence of exploitation, self-harm, deterioration in wellbeing, criminal involvement and possession or discussion of weapons.

Any concern that a child possesses a knife or weapon, has threatened another person with one, is being asked to carry one, fears another person carrying one or may be involved in weapon-related violence will be treated as a safeguarding concern and reported immediately to the DSL.

4.6 So-called honour-based abuse, forced marriage and FGM

So-called honour-based abuse may include forced marriage, female genital mutilation, coercive control and other harmful practices linked to family or community expectations. The term "honour" does not justify or lessen abuse.

Any concern about forced marriage or a child potentially at risk of FGM must be reported to the DSL. Where there is immediate danger, police will be contacted.

Teachers who personally discover, in the course of their professional work, that FGM appears to have been carried out on a girl under 18 must comply with the statutory personal reporting duty to the police. Staff should not physically examine a child to establish whether FGM has taken place.

4.7 Preventing radicalisation

FSD recognises the safeguarding risk associated with extremist ideology and radicalisation. Where applicable, FSD will fulfil responsibilities under the Prevent Duty and consider risk assessment, staff training, technology, partnership working and referral pathways.

Staff should report concerns to the DSL. The DSL will consider ordinary safeguarding support, Family Help, a Prevent referral, police involvement or another intervention as appropriate. Where a child is supported through Channel, FSD will cooperate with relevant partners and share safeguarding information where necessary to maintain continuity of support.

4.8 Cybercrime

FSD recognises that children with skills or interests in computing may become involved, intentionally or unintentionally, in cyber-dependent offending such as unauthorised access to systems, hacking, malware or denial-of-service activity. Concerns will be reported to the DSL, who may consider Cyber Choices or police involvement. Staff should not conduct their own technical investigation.

4.9 Domestic abuse

Domestic abuse may be psychological, emotional, physical, sexual, economic, coercive or controlling and may consist of a single incident or a pattern. Children can be victims in their own right and may see, hear or experience the effects of abuse or experience abuse within teenage relationships.

Domestic abuse can continue or escalate following separation. FSD will use non-victim-blaming language and consider the child's lived experience. Any concern will be reported immediately to the DSL.

Where FSD receives an Operation Encompass notification or other lawful domestic-abuse safeguarding information from a school, police, local authority or professional, it will be handled confidentially and promptly by appropriately trained safeguarding staff.

4.10 Mental health and safeguarding

Mental-health difficulties may in some cases indicate that a child has experienced, or is at risk of, abuse, neglect or exploitation. Staff are well placed to notice changes in mood, behaviour, communication, engagement, attendance, relationships and emotional regulation.

Unless professionally qualified to do so, FSD staff do not diagnose mental-health conditions. FSD's role is to identify concerns, listen, provide proportionate educational and pastoral support, communicate with parents/carers where appropriate and facilitate access to specialist help. A mental-health concern that is also a safeguarding concern must be reported to the DSL immediately.

5. Supporting children who may be at greater risk of harm

5.1 Children with special educational needs and disabilities

Children with SEND may face additional safeguarding challenges. These may include difficulty recognising abuse, difficulty communicating what has happened, communication being misunderstood, behaviour or emotional change being wrongly attributed to SEND, greater dependence on adults, intimate or personal-care needs, peer isolation, bullying, exploitation, difficulty understanding relationships and boundaries, and increased online vulnerability.

FSD SEND SAFEGUARD

Staff must not assume that a change in behaviour, mood, communication, attendance or presentation is simply part of a child's SEND.

FSD will use communication methods appropriate to the child, including additional processing time, visual support, accessible language, trusted-adult support and avoidance of unnecessarily complex questioning. The child's voice must remain central.

5.2 Children with medical conditions

A medical condition is not in itself a safeguarding concern. However, some conditions may increase vulnerability to abuse, neglect or exploitation. Concerns may also arise through persistent failure to provide essential treatment or medication, deliberate withholding of relevant medical information, fabricated or induced illness or unexplained patterns of injury. Any safeguarding concern involving a child's medical needs will be reported to the DSL.

5.3 Children who are absent or missing from education

Repeated or prolonged absence can be an important safeguarding indicator and may be associated with neglect, CSE, CCE, county lines, domestic abuse, mental-health difficulties, bullying, serious violence, family crisis or other unmet need.

Where unexplained or persistent absence gives rise to concern, FSD will attempt appropriate contact with the family, consider information known about the child, liaise with the child's registered school where relevant, inform the DSL and make or contribute to safeguarding referrals where necessary. Where possible and appropriate, FSD will hold more than one emergency contact for each child.

5.4 Elective home education

Elective home education is not in itself a safeguarding concern. Where FSD becomes aware that a parent intends to withdraw a child from a registered school for elective home education, FSD will consider whether there are safeguarding issues relevant to that decision and may liaise with the school, local authority or other professionals where appropriate and lawful.

5.5 Children who may benefit from early help or Family Help

Any child or family may need additional help. Staff should be particularly alert where a child:

- has SEND, relevant medical needs or mental-health needs;
- is a young carer, is pregnant or is a parent;
- is affected by parental mental-health problems, substance misuse, domestic abuse or a parent/carer in custody;
- is being drawn into criminality, gangs or organised crime;
- is at risk of CSE, CCE, trafficking, modern slavery, radicalisation or so-called honour-based abuse;
- is regularly absent or missing, has experienced repeated suspension/exclusion or is on a reduced timetable;
- is privately fostered; or
- displays emerging harmful, abusive or violent behaviour.

5.6 Young carers

FSD recognises that some children provide regular or significant care to a parent, sibling or other family member. Caring responsibilities may affect attendance, engagement, attainment, sleep, emotional wellbeing and social participation. Staff will be alert to unrecognised caring responsibilities and will work with the child, family and relevant services to identify appropriate support. Safeguarding concerns will be referred to the DSL.

5.7 Children who need a social worker

Where FSD is aware that a child has a social worker, the DSL will hold appropriate contact details and ensure relevant information is available to staff who need it. Social-care involvement will inform decisions about safety, attendance, pastoral support, communication and educational support. FSD will not assume that another professional automatically knows about concerns arising within FSD.

5.8 Looked-after children, kinship care, previously looked-after children and care leavers

FSD recognises that children may become looked after because of abuse, neglect or other serious family circumstances. The DSL will ensure relevant staff understand information necessary to support the child, including legal status, care arrangements, delegated parental authority, contact arrangements, social-worker details and relevant safeguarding plans. FSD will recognise the role of kinship carers and family networks in safeguarding and support.

5.9 Private fostering

Private fostering occurs where a child under 16, or under 18 if disabled, is cared for and accommodated by someone who is not a parent, person with parental responsibility or close relative for 28 days or more. Where such an arrangement comes to FSD's attention, the DSL will follow current local authority notification requirements and KSCMP procedures.

5.10 Lesbian, gay and bisexual children

Being lesbian, gay or bisexual is not in itself a safeguarding risk. However, children who are LGB, or perceived by others to be LGB, may experience bullying, harassment, discrimination, abuse or isolation. FSD will challenge discriminatory behaviour and ensure children can access trusted adults.

5.11 Gender-questioning children

Being gender questioning is not in itself a safeguarding concern. FSD will respond to each child according to individual circumstances and safeguarding needs, considering bullying, peer and family relationships, mental health, social isolation, online influences and other vulnerabilities. Safeguarding decisions will remain child-centred and will not be based on stereotypes or assumptions.

6. Online safety

6.1 Online risks

FSD recognises that children must be protected from harmful and inappropriate online material and behaviour. Online safeguarding risk can be considered within four broad areas:

- Content: exposure to harmful or inappropriate material, including pornography, racism, antisemitism, misogyny, self-harm, suicide content, extremism, misinformation, disinformation and conspiracy theories.
- Contact: harmful interaction with others, including grooming, exploitation, coercion, adults posing as children and inappropriate peer contact.

- Conduct: a child's own online behaviour increasing risk, including bullying, sexualised communication, harmful online challenges and making or sharing nudes/semi-nudes.
- Commerce: gambling, scams, inappropriate advertising, phishing and financial exploitation.

6.2 Generative artificial intelligence

FSD recognises that generative AI creates additional safeguarding considerations. AI can be used to generate misleading content, impersonate another person, facilitate bullying, create false communications, manipulate photographs, create sexualised material, produce deepfakes/deep nudes or facilitate grooming and exploitation.

Use of AI tools by FSD or pupils will be considered through online-safety arrangements, data-protection requirements, acceptable-use arrangements, supervision and appropriate risk assessment.

6.3 Filtering and monitoring

FSD will take reasonable steps to limit children's exposure to harmful online content through FSD-owned devices, systems, platforms and networks. Appropriate filtering and monitoring will be maintained, but FSD recognises that technology alone cannot safeguard children.

Effective safeguarding also requires supervision, training, behaviour management, online-safety education, professional curiosity and clear reporting procedures. Filtering should not be so restrictive that it unreasonably prevents legitimate educational access.

ANNUAL EFFECTIVENESS REVIEW

The effectiveness of FSD's filtering and monitoring arrangements will be reviewed at least once every academic year. The review will include relevant internet-connected devices, networks and locations, and findings and actions will be recorded.

6.4 Mobile phones, smart devices and wearable technology

FSD recognises safeguarding risks associated with mobile phones, smart watches, cameras, wearable technology and other devices capable of recording, internet access or communication. Their use will be governed by FSD's Mobile and Smart Devices Policy, Staff Code of Conduct, Image Use arrangements and Acceptable Use requirements.

Children's access to personal devices during sessions may be restricted where appropriate. Reasonable individual adjustments may be considered where a device is required because of SEND, medical need, communication or another legitimate requirement.

6.5 Information security

FSD will maintain appropriate security measures to protect children's and staff information, safeguarding records, passwords, accounts, systems and devices. Staff must not use personal systems or accounts for safeguarding information unless specifically authorised. Cyber-security arrangements will be reviewed as technology and risks develop.

6.6 Remote and online learning

Where FSD provides remote learning or communication, approved FSD systems will be used, safeguarding expectations continue to apply, privacy and data-protection requirements will be observed, communication will remain professional and concerns identified through remote contact will be reported under this policy.

Staff must not communicate privately with children through personal social-media accounts or unapproved messaging services.

6.7 Staff online-safety training

Online safety will form part of induction, safeguarding training, regular updates and relevant professional development. Training will include, as appropriate, online grooming, CSE/CCE, cyberbullying, harmful sexual behaviour, nudes and semi-nudes, AI-manipulated imagery, generative AI, misinformation, filtering and monitoring and staff use of technology.

6.8 Educating children

FSD will provide age-, development- and SEND-appropriate opportunities for children to learn about healthy relationships, boundaries, consent, safe technology use, recognising harmful behaviour, seeking help, online information and misinformation and reporting concerns.

6.9 Working with parents and carers

FSD will support parents/carers to understand online risks, appropriate device use, relevant filtering and monitoring arrangements, technology used within FSD and how to raise concerns. Where significant harmful online trends, challenges or hoaxes emerge, FSD will respond proportionately and avoid unnecessarily publicising harmful material to children who would otherwise not encounter it.

7. Staff engagement and expectations

7.1 Safeguarding awareness, induction and training

All FSD staff will read Part One of Keeping Children Safe in Education 2026 in full as part of FSD's safeguarding arrangements and will confirm that they have read and understood it. The DfE Part One overview may be used as an additional quick-reference resource but does not replace Part One.

New staff and volunteers will receive safeguarding induction appropriate to their role. This will include this policy, reporting routes, DSL/DDSL details, staff conduct expectations, online safety, whistleblowing, allegations and low-level concerns and relevant filtering and monitoring responsibilities.

Staff safeguarding training will be updated at least annually, with additional updates where necessary. Training will reflect changes to local referral arrangements, Family Help, making or sharing nudes and semi-nudes, AI-generated imagery, child-on-child abuse, mobile-device risks, filtering and monitoring and regulated activity.

7.2 Safer working practice

All adults working for or on behalf of FSD must behave in a way that promotes children's welfare, maintains professional boundaries, reduces opportunities for abuse and protects both children and staff. Staff will comply with the FSD Staff Code of Conduct.

Staff will be made aware of risks relating to one-to-one working, physical contact, favouritism, gifts, transport, photography, personal devices, social media, electronic communication, remote learning and pre-existing relationships with families.

Staff should feel able to self-report situations which could reasonably be misinterpreted or where they believe their conduct fell below expected professional standards. A self-referral does not automatically indicate wrongdoing; openness supports a safer culture.

7.3 Supervision and support

FSD will provide appropriate professional support so staff understand safeguarding expectations, can seek DSL advice, reflect upon practice and access further support where needed. Safeguarding work can have an emotional impact; staff affected by a safeguarding situation may seek support from the DSL or appropriate external professional support.

8. Safer recruitment and safeguarding concerns about adults

8.1 Safer recruitment and safeguarding checks

FSD is committed to maintaining a culture in which unsuitable adults are prevented from working with children wherever reasonably possible. Recruitment procedures will include checks appropriate to the role, whether regulated activity is involved, applicable childcare requirements and current DBS eligibility rules.

FSD will maintain an appropriate central recruitment and safeguarding-check record, including the information required by its regulatory status and FSD safer-recruitment procedures. At least one person involved in relevant recruitment decisions will have appropriate safer-recruitment knowledge or training.

Where Disqualification under the Childcare Act 2006 requirements apply to an FSD role or activity, FSD will comply with current statutory requirements and guidance.

As part of proportionate safer-recruitment due diligence, FSD may undertake an online search of shortlisted candidates to identify publicly available information that may need to be explored at interview in relation to suitability to work with children. Searches will be undertaken consistently and in accordance with data-protection and recruitment requirements.

8.2 Regulated activity and volunteers

From 1 September 2026 the previous supervision exemption from regulated activity with children no longer applies. A person who teaches, trains, instructs, cares for or supervises children frequently, or meets the statutory period condition, may be undertaking regulated activity even when supervised by another adult.

FSD will assess each staff and volunteer role against the current statutory definition of regulated activity. Where a person will undertake regulated activity, FSD will obtain the appropriate safeguarding checks, including an Enhanced DBS check with Children's Barred List information where required.

The relevant period condition includes activity on more than 3 days in any 30-day period or overnight. Occasional volunteers who do not meet the regulated-activity criteria are not automatically brought within the barred-list regime. The nature and frequency of a role will be reconsidered if duties change.

BARRED PERSONS

FSD will not knowingly permit a person who is barred from regulated activity with children to undertake regulated activity.

8.3 Work with other education or provision providers

Where FSD works with a child who is also on roll at another education setting, FSD will cooperate appropriately regarding safeguarding information. Where a school or local authority commissions or approves a child's attendance at FSD, safeguarding responsibilities and information-sharing arrangements should be clear between the organisations.

FSD will provide appropriate safeguarding assurances concerning its staff, procedures and the child's attendance, while recognising that statutory responsibilities retained by a placing school or local authority are not transferred merely by the child's attendance at FSD.

8.4 Safeguarding concerns or allegations about adults

All safeguarding concerns or allegations relating to employees, agency/supply staff, trainee or student staff, volunteers, contractors and other adults working on behalf of FSD will be taken seriously, recorded, considered promptly and managed according to their nature and seriousness.

Where an adult is supplied or employed by another organisation, FSD will not regard safeguarding responsibility as belonging solely to that employer. FSD will take immediate protective action where necessary, cooperate with the employer and consult the LADO as required.

8.5 Concerns meeting the harm threshold

A concern may meet the harm threshold where an adult 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 indicating they may pose a risk of harm; or
- behaved or may have behaved in a way indicating they may not be suitable to work with children.

Where the threshold may be met, FSD will seek advice from or make a referral to the Kent Local Authority Designated Officer (LADO) in accordance with current Kent arrangements. Immediate safeguarding action will not be delayed while employment decisions are being considered.

8.6 Low-level concerns

A low-level concern does not mean the concern is unimportant. It means behaviour may be inconsistent with the Staff Code of Conduct, does not appear to meet the harm threshold, but nevertheless warrants recording, consideration or action.

Low-level concerns may arise from inappropriate conduct, boundary concerns, complaints, observations, self-referral, information from parents or children, information from another adult or vetting information. They will be reported, recorded, considered confidentially, reviewed for patterns and addressed appropriately.

Where several apparently minor concerns form a pattern, cumulative behaviour will be reassessed. If FSD is uncertain whether a concern is low level or meets the harm threshold, LADO/LESAS advice will be sought.

8.7 Alternative reporting route where the DSL is the subject of concern

DO NOT REPORT A CONCERN BACK TO ITS SUBJECT

A safeguarding or low-level concern about Matt Algar as DSL must be reported directly to Narinda Algar, Headteacher / Lead Specialist Teacher. Where the concern relates to Narinda Algar or there is no sufficiently independent internal person available, advice must be sought directly from the Kent LADO/LESAS and the applicable external allegations-management process followed.

8.8 Safe culture and self-referral

FSD will maintain a culture of openness, professional curiosity, transparency, appropriate challenge and continuous vigilance. Staff must feel able to report concerns about colleagues or leaders, self-report mistakes or boundary concerns, challenge unsafe practice and use whistleblowing procedures without fear of inappropriate retaliation.

Safeguarding concerns will not be dismissed because an adult is experienced, well regarded, a friend or colleague, or because an allegation appears out of character. Equally, concerns will be managed fairly and objectively and should not be assumed to establish wrongdoing without appropriate investigation.

8.9 Referral to the Disclosure and Barring Service

FSD will make a referral to the Disclosure and Barring Service where the statutory referral conditions are met, including where a person has been removed from regulated activity because they harmed or posed a risk of harm to a child, or would have been removed had they not resigned, retired or otherwise ceased working for FSD.

The duty applies where the statutory conditions are met regardless of whether the individual was paid or acting as a volunteer. Resignation or leaving FSD will not be used as a reason to discontinue necessary safeguarding action.

9. Opportunities to teach and promote safeguarding

FSD recognises its important role in helping children understand safe behaviour, personal boundaries, consent, appropriate adult behaviour, healthy relationships, bullying, discrimination, online safety and how to seek help.

Safeguarding education will be appropriate to age, developmental stage, SEND, communication needs and individual vulnerability. FSD will promote a culture that challenges sexism, misogyny, misandry, racism, antisemitism, faith-based prejudice, homophobia, biphobia, discriminatory behaviour, sexual harassment, sexual violence and other harmful behaviour.

A one-size-fits-all approach may not be appropriate for all children, particularly those with SEND or previous trauma. External speakers or organisations working with children will be appropriately assessed before access is given.

10. Physical safety

10.1 Restrictive intervention and reasonable force

There may be exceptional circumstances in which proportionate physical intervention is necessary to prevent harm. Any restrictive intervention will use no more force than is reasonably necessary and will never be used as punishment.

Before and during intervention, staff will consider, so far as circumstances permit, the child's age, development, SEND, communication needs, medical conditions, known trauma and other vulnerabilities. The safest effective response will be preferred.

Where restrictive intervention occurs, FSD will ensure immediate safety, check for injury, record the incident, inform the DSL where safeguarding issues arise, inform parents/carers as appropriate, review whether further support or risk assessment is needed and identify learning.

10.2 Use of FSD premises by other organisations

Where services or activities are provided separately by another organisation using areas controlled by FSD, FSD will take reasonable steps to establish that the organisation has appropriate safeguarding arrangements for its activity. Depending on the activity, this may include safeguarding-policy assurance, vetting/DBS assurance, insurance, named safeguarding contacts and clear reporting arrangements.

Safeguarding requirements should form part of relevant letting, hire or occupancy arrangements where FSD controls that agreement.

10.3 Site security and visitors

FSD staff have a responsibility to maintain awareness of site security. Visitors will report to the appropriate entry point, sign in where required, be appropriately identified and comply with FSD visitor arrangements.

Where a professional visits in an official capacity, FSD will take reasonable steps to establish identity and role. An unknown or unidentified person in an area used by FSD children should be appropriately challenged or reported.

Behaviour by any visitor, including a parent/carer, which threatens children's or staff safety will be taken seriously and may result in access to FSD areas being restricted.

11. Local safeguarding support and contacts

The contact details below should be checked at each annual review and whenever KCC/KSCMP changes its safeguarding routes.

Service	Contact	Use
Emergency services	999	Immediate danger, serious injury or urgent police/ambulance response.
Kent Front Door / Children's Services	03000 411111	No-name consultation and child-specific safeguarding advice; use the current Kent Children's Portal for Requests for Support.
Kent Children's Services Out of Hours	03000 419191	Urgent safeguarding support outside normal working hours.
Kent Police non-emergency	101	Police matters that are not immediate emergencies.
Kent LADO	Current Kent LADO / Children's Services referral route	Allegations or safeguarding concerns about adults who work or volunteer with children.
LESAS	Current LESAS enquiry form	Advice about LADO threshold, education safeguarding and online safety.
KSCMP	Kent Safeguarding Children Multi-Agency Partnership	Multi-agency procedures and Kent Support Level Guidance.
Kent Family Help / Family Hubs	Current district route	Family Help and community support.

Appendix 1. Categories of abuse

Abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and may overlap. Indicators listed below are examples only and do not prove abuse. Staff must consider the whole safeguarding picture and report concerns.

A1. Abuse

Abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse can occur online and offline and can be perpetrated by adults or other children.

A2. Sexual abuse

Sexual abuse involves forcing, causing or enticing a child to take part in sexual activities, whether or not the child understands what is happening. It may involve penetrative or non-penetrative physical contact or non-contact activities, including involving children in sexual images, making or sharing sexualised imagery, watching sexual activity, encouraging sexually inappropriate behaviour or grooming a child in preparation for abuse. Sexual abuse can occur online or offline and can be committed by adults or other children.

Signs that may indicate sexual abuse include:

- sudden changes in behaviour or performance;
- sexualised behaviour or displays of affection that are not age or developmentally appropriate;
- self-harm, self-mutilation or suicide attempts;
- alluding to secrets that cannot be revealed;
- clinging, regression or constant need for reassurance;
- distrust of familiar adults or fear of being left with a particular person;
- unexplained gifts or money;
- depression, withdrawal or anxiety;
- fear of changing clothes or undressing in ordinary contexts; and
- sexually transmitted infection or other sexual-health concerns.

A3. Physical abuse

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

Signs that may indicate physical abuse include:

- unexplained or repeated bruises, abrasions, burns, bites or injuries;
- injuries in unusual locations or patterns;
- injuries inconsistent with the explanation given;
- delay in seeking treatment;
- covering arms or legs inappropriately for the weather;
- fearful reactions to adults or physical contact; and
- aggressive behaviour or severe unexplained emotional outbursts.

A4. Emotional abuse

Emotional abuse is persistent emotional maltreatment likely to cause severe and adverse effects on a child's emotional development. It may involve conveying that a child is worthless, unloved or inadequate; deliberately silencing them; making fun of communication; imposing developmentally inappropriate expectations; overprotection; preventing normal social interaction; serious bullying; or exploitation or corruption.

Emotional abuse may include persistent verbal abuse such as belittling, humiliating, threatening, criticising or name-calling.

Signs that may indicate emotional abuse include:

- extreme reactions to mistakes;
- low confidence or self-esteem;
- sudden speech or communication changes;
- self-harm or eating difficulties;
- extremes of passivity or aggression;
- compulsive stealing;
- substance misuse;

- fear of parents/carers being contacted;
- withdrawal or inability to play or engage; and
- excessive need for approval, attention or affection.

A5. Neglect

Neglect is persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. It may involve failure to provide adequate food, clothing or shelter; protect from physical and emotional harm or danger; provide adequate supervision; provide access to appropriate medical care or treatment; or respond to basic emotional needs.

Signs that may indicate neglect include:

- constant hunger, poor personal hygiene, tiredness or inadequate clothing;
- persistent lateness or absence;
- untreated medical problems;
- poor peer relationships or social isolation;
- compulsive stealing or scavenging;
- developmental regression or self-soothing behaviours;
- running away;
- weight loss or being persistently underweight; and
- low self-esteem.

Appendix 2. Support organisations and official reference sources

External support details and links should be checked as part of the annual safeguarding-policy review. Where a web address changes, staff should use the current official provider or government page.

Area	Organisations / resources
Kent safeguarding and support	Kent Safeguarding Children Multi-Agency Partnership (KSCMP); Kent Support Level Guidance; Kent Family Hubs; Kent County Council Children's Services.
Children and young people	Childline; NSPCC; The Mix; Shout; Fearless; Victim Support; Papyrus.
Staff safeguarding support	NSPCC Whistleblowing Advice Line; Education Support; UK Safer Internet Centre Professional Online Safety Helpline.
SEND and neurodiversity	Council for Disabled Children; Mencap; National Autistic Society; Kent Autistic Trust; IASK Kent; AFASIC.
Domestic abuse	National Domestic Abuse Helpline; Women's Aid; Refuge; Respect; Men's Advice Line; Kent domestic-abuse services.
Child sexual and criminal exploitation	National Crime Agency; Children's Society; NWG Network; Kent & Medway Violence Reduction Unit; current County Lines guidance.
Honour-based abuse, forced marriage and FGM	Forced Marriage Unit; Karma Nirvana; current government FGM mandatory-reporting guidance.
Child-on-child abuse and harmful sexual behaviour	Rape Crisis; Brook; Lucy Faithfull Foundation; Stop It Now!; Parents Protect; Anti-Bullying Alliance; Kidscape.
Online safety and AI	NCA-CEOP; Internet Watch Foundation; Childnet; UK Safer Internet Centre; Internet Matters; NSPCC Online Safety; National Cyber Security Centre; Cyber Choices; current DfE filtering and monitoring and generative AI guidance.
Mental health	YoungMinds; Mind; Kent & Medway children and young people's mental-health services; Anna Freud; MindEd.
Young carers	Kent Young Carers / current local young-carer support service; Carers Trust.
Modern slavery	Current Home Office statutory guidance and National Referral Mechanism information.
Radicalisation and hate	Educate Against Hate; current Prevent/Channel guidance; True Vision.
Children with family members in prison	Current national and local prisoner-family support services, including NICCO where available.

A2.1 Official reference sources used for the 2026–27 policy

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Kent Safeguarding Children Multi-Agency Partnership procedures and Kent Support Level Guidance;
- KELSI / LESAS 2026–27 safeguarding policy resources;
- Disclosure and Barring Service / Department for Education guidance on regulated activity from 1 September 2026;
- current Prevent Duty guidance;
- current DfE information-sharing, filtering and monitoring, online safety and generative AI guidance; and
- applicable Ofsted / Childcare Register safeguarding requirements.

Staff acknowledgement

I confirm that I have been given access to the current FSD Child Protection and Safeguarding Policy 2026–27 and have had the opportunity to ask questions. I understand that:

- safeguarding is everyone's responsibility and I must act immediately on concerns;
- I must know how to contact the DSL and Deputy DSLs;
- I must record concerns accurately and use the child's own words wherever possible;
- I must not investigate safeguarding concerns myself;
- I must maintain appropriate confidentiality but share information where required to protect a child;
- I must follow the Staff Code of Conduct, allegations and low-level-concern procedures and whistleblowing arrangements;
- I am responsible for reading safeguarding updates and completing required training; and
- I must tell FSD if I do not understand any part of this policy or require an adjustment or support to follow it safely.

Staff member name

Job title / role

Signature

Date

Manager / witness

Questions, clarification or agreed adjustments

FINAL APPROVAL RECORD

Approved by: _____ Role: _____
Approval date: _____ Staff briefing date: _____
Effective date: 1 September 2026 Next review: September 2027
Controlled copy location: _____